FIFTY-THIRD ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1923-24

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

VICTORIA, B.C.:
Printed by CHARLES F. BANFIELD, Printer to the King's Most Excellent Majesty.
1924.

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

J. D. MACLEAN,
Minister of Education.

November, 1924.

TABLE OF CONTENTS.

PART I.

	PAGE.
Superintendent's Report	9
Inspectors' Reports—	
High Schools	33
Elementary Schools	37
Municipal Inspectors' Reports—	
New Westminster	60
Vancouver	61
Vancouver, South	64
Victoria	66
Reports on Normal Schools—	
Vancouver	69
Victoria	70
Report of the Principal, School for the Deaf and the Blind	71
Report of the Organizer of Technical Education	74
Report of the Director of Elementary Agricultural Education	80
Report of the Director of the Summer School for Teachers	92
Report of the Officer in Charge of the Free Text-book Branch	97
Report of the Secretary, Local Committee, Strathcona Trust	99

PART II.

Statistical Returns—	
High Schools (Cities)	2
High Schools (Rural Municipalities)	10
High Schools (Rural Districts)	14
Elementary Schools (Cities)	18
Elementary Schools (Rural Municipalities)	58
Elementary Schools (Rural Districts)	82
Names of Schools, Number of Teachers, etc., in each of the Electoral Districts	108

PART III.

High School Examination—	
Names of the Winners of Medals and Scholarships	115
Number of Successful Candidates at each Centre	115
High School Entrance Examination—	
Names of Medal-winners	119
Number of Successful Candidates at each Centre	120
High School Entrance Examination Papers	128
High School Examination Papers—	
Grade IX.	133
Grade X.	142
Grade XI. (Junior Matriculation)	152
Grade XII. (Senior Matriculation)	167

PART I.

GENERAL REPORT.

REPORT OF THE SUPERINTENDENT OF EDUCATION.
1923-1924.

EDUCATION OFFICE,
VICTORIA, B.C., October, 1924.

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

SIR,—I beg to submit herewith the Fifty-third Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1924.

ENROLMENT.

The enrolment in the schools of the Province increased during the year from 94,888 (48,083 boys and 46,805 girls) to 96,204 (48,712 boys and 47,492 girls), and the average daily attendance from 77,752 to 79,262. The percentage of regular attendance was 82.39, the highest in the history of our schools.

The number of pupils enrolled, the number of teachers employed, etc., in city schools, rural municipal schools, and rural schools is shown hereunder:—

	Number of Pupils Enrolled.		Increase in Enrolment.	Number of Teachers Employed.		Average Number of Pupils per Grade Teacher.
	1923–24.	1922–23.		Grade Teachers.	Special Instructors.	
High Schools (cities)	7,084	6,794	290	224	18	31
High Schools (rural municipalities)	2,478	2,188	290	85	2	29
High Schools (rural districts)	327	238	89	19	.....	17
Elementary schools (cities)	41,215	41,174	41	1,041	104	39
Elementary schools (rural municipalities)	26,230	25,733	497	766	53	34
Elementary schools (rural districts)	18,870	18,761	109	899	.....	21
Totals	96,204	94,888	1,316	3,034	177	....

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

Normal School, Vancouver	374	students.
Normal School, Victoria	287	,,
Victoria College	140	,,
University of British Columbia	1,308	,,

NEW SCHOOLS.

High schools were established at West Vancouver, Oyama, and Robson; and superior schools at Port Moody, Cassidy, Oliver, Parksville, and Stewart.

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

Locality.	Electoral District.
Aiyansh	Atlin.
Buffalo Creek; Tatla Lake	Cariboo.
Lindell	Chilliwack.
Edgewater	Columbia.
Elk Bay	Comox.
Dorr; Sand Creek, Big	Fernie.
Croydon; Dawson Creek, North; Kelly Lake; Sunset Prairie; Swan Lake, North; Shelley; Woodpecker	Fort George.

Locality.	Electoral District.
Kerr Creek; Paulson	Grand Forks-Greenwood.
Birken	Lillooet.
Maple Grove; Roy	Mackenzie.
Madora Creek; Sugar Lake	North Okanagan.
Perow; Prairiedale	Omineca.
Twin Butte	Revelstoke.
Dorreen	Skeena.
Pine	Yale.

COURSES OF STUDY.

During the past year, with the valuable assistance and co-operation of several school principals, a careful revision was made of the Elementary School Course. In the Programme of Studies for the present year the requirements in each grade are set forth in considerable detail and helpful suggestions are made for the teaching of the subjects. Lists of reference books valuable to pupils and teachers are given. The "Teachers' Manual of Drawing and Design," prepared by local experts in the teaching of the subject, copyrighted by the Minister of Education and printed by Thomas Nelson & Sons, Limited, is now being used in our elementary and high schools. Directions are given in it for the guidance of the teacher and the text is beautifully illustrated. The work for each grade is carefully outlined month by month. The cost to the Province of the new Manual will be but a small fraction of the amount paid for the Blair Drawing System which was used in the Province for over twenty years and has now been discarded.

In the High School Course a new syllabus was drawn up in the subject of French. Greater latitude is now allowed teachers in the choice of text-books in that subject. A higher standard of accuracy in written French will be required and oral work will be stressed from the beginning of the Course. At the end of the syllabus there is given a list of French grammars, readers, dictionaries, periodicals, and books suitable for a good school library.

The High School Commercial Course was thoroughly revised. In the third year the subjects of English, Business Correspondence, and Commercial Geography are obligatory for all students. In addition to those subjects, students must study intensively a course in either Secretarial Work or Accounting.

SURVEY OF EDUCATIONAL SYSTEM.

In response to requests made to your Department by many public bodies, a Commission was appointed to make a thorough survey of the school system of the Province. Dr. J. H. Putman, Chief Inspector of Schools, Ottawa, and Dr. G. M. Weir, recently appointed Professor of Education, University of British Columbia, are now engaged in the work. They are being assisted by Dr. Peter Sandiford, of the Faculty of Education, Toronto University. The Commissioners have been requested to look into questions of school finance, school administration, training of teachers, courses of study, as well as all other phases of our educational system.

MANUAL TRAINING AND DOMESTIC SCIENCE.

There were seventy-nine manual-training and fifty-one domestic-science centres in the Province, with sixty-nine manual and fifty-four domestic-science instructors. The pupils attending the manual-training centres numbered 14,150 and those attending domestic science 11,193.

TECHNICAL EDUCATION.

Technical schools were in operation in the Cities of New Westminster, Trail, Vancouver, and Victoria, with a total enrolment of 1,423 students. In addition, five other cities conducted commercial courses, with an attendance of 230 students.

NIGHT-SCHOOLS, CORRESPONDENCE COURSES, AND TRAINING CLASSES FOR SPECIAL INSTRUCTORS.

Night-schools were conducted in thirty-six cities and rural municipalities in the Province, with a staff of 205 teachers and an enrolment of 5,044 students. These numbers, according to the latest report of the Dominion Organizer of Technical Education, rank the Province third in the Dominion. Instruction by correspondence was given to 249 pupils who live in localities in which schools have not yet been opened, and to 152 coal-mine workers who wish

to qualify as shotlighters, overmen, mine surveyors, and mine managers. Teacher-training for technical work proceeded satisfactorily on Saturday mornings. The members of the class were practical craftsmen who were engaged as manual instructors. The classes were held in the Technical School, Vancouver, and at the Summer School, Victoria.

In 1923–24 the total amount spent by the Department for night-schools, correspondence-work, teacher-training, and technical education generally (not including manual training and domestic science) reached the sum of $108,340.42, and of that sum the Dominion Government paid $54,170.21. Excerpts from the latest report of the Dominion Organizer of Technical Education show that the Province of British Columbia takes fourth place for the total amount of expenditure on technical education; third place for the number taking correspondence classes; and third for the number of students being trained as technical teachers.

Elementary Agricultural Education.

During the year the usual activities conducted under this branch have been maintained—namely, instruction in agriculture in high and superior schools, agricultural nature-studies in elementary schools, extension or short courses in agriculture given as night-school courses during the winter months, and the planning and improving of school-grounds. The regular courses in nature-study are being supplemented in some places by the organizing of school-gardens, school-supervised home-gardens, agricultural home projects, club-work, and school fairs. These extensions of the regular programme as prescribed are due in large measure to the guidance and assistance given by the District Supervisors of Agricultural Instruction and to the personal initiative of teachers specially interested in this branch of school-work. Altogether 516 students in twelve schools were enrolled in the regular Two-year Course in Agriculture during the year.

An increasing number of School Boards have taken advantage of the assistance offered by the Department towards the establishing of better and more sightly school-grounds. The educational value and beneficial influence generally of a well-ordered school-ground with ample playing-space for boys and girls of all grades, and with plenty of shade-trees and ornamental planting such as vines and shrubbery, is being more generally recognized by School Boards and by such interested organizations as Parent-teacher Associations. More attention is being given to the choosing of good school-sites and to the proper placing of buildings than ever before.

Teachers' Bureau.

The Teachers' Bureau, organized in connection with the Department of Education in 1920, continued to give free service to Boards of School Trustees and teachers. Over 600 teachers were placed in communication with School Boards by means of lists of vacancies distributed from time to time. Approximately the same number of vacancies were filled by the Bureau at the request of School Boards as in 1922–23.

With the record of each teacher for the past five years and Normal School records of prospective teachers on file, the Bureau is now in a position to give School Boards any assistance they may require in making a suitable selection from a long list of applicants. During the past year many School Boards consulted the Bureau before making appointments. Letters of commendation received from School Boards, Inspectors, and teachers bear testimony to the value of the work being performed by this branch of the Department.

Teachers' Certificates.

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

Seventy Academic, 197 First-class, 562 Second-class, 43 Special, and 24 Temporary Certificates, a total of 826, were issued during the year, as compared with 85 Academic, 144 First-class, 378 Second-class, 47 Special, and 67 Temporary Certificates, a total of 721, in 1922–23. It will be noted that there has been a considerable increase in the numbers of First-class and Second-class Certificates issued. This increase is due in part to the fact that Third-class Certificates are no longer issued. The decrease in the number of Academic Certificates is probably owing to the fact that a period of training of thirty weeks' duration is now required to meet the professional requirements for this grade of certificate.

The following statement shows the number of teachers of each sex employed during 1923–24 and 1922–23, 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.	Temp.	Special.	Male.	Female.	
High schools	319	.....	.....	.....	9	20	220	128	348
City municipalities	122	335	508	65	11	104	222	923	1,145
Rural municipalities	38	189	457	78	4	53	159	660	819
Rural and assisted	47	193	551	92	16	.....	178	721	899
Totals, 1923–24	526	717	1,516	235	40	177	779	2,432	3,211
Totals, 1922–23	521	638	1,416	297	83	163	729	2,389	3,118

TEACHER-TRAINING COURSES.

In all, 661 students (104 men and 557 women) were enrolled in the two Normal Schools—374 in Vancouver and 287 in Victoria. Of the total number enrolled, 19 failed, 40 left before the end of the session, 88 were granted interim certificates, and 514 were granted permanent certificates. In addition, 55 University graduates took the Teacher-training Course to qualify for high-school teaching. Of these, 51 were granted diplomas.

SCHOOL FOR THE DEAF AND THE BLIND.

The School for the Deaf and the Blind, which is maintained by the Provincial Government in the building formerly used as the Boys' Industrial School, Point Grey, was attended by 72 pupils, 16 of whom are blind, 54 deaf, and 2 deaf and blind. Of the number, 40 are boys and 32 girls. Forty-seven pupils lived at the institution throughout the school-year and the other 25, who have their homes in Vancouver and its suburbs, attended as day scholars.

The teaching staff consists of nine members. The nature of the work makes it necessary to have small classes. More individual instruction is of course necessary than in the case of pupils possessing hearing and sight. Four of the blind pupils did First-year High School work and five completed part of the Entrance work. The pupils receive training along vocational lines as well as in ordinary class-room subjects. The girls are given 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 fifth summer session of the University of British Columbia was held in Vancouver in July and August under the direction of Dr. H. T. J. Coleman, Dean of the Faculty of Arts, University of British Columbia. About 300 teachers and other students were in attendance. Instruction was given in educational theory and method, in commercial work, and also in the regular University courses.

A Summer School for teachers was held in Victoria at the same time. Twenty courses were offered with thirty-three instructors in charge. There were in attendance 334 teachers, the majority of whom were from rural districts. A demonstration school of five divisions with an enrolment of 160 pupils was organized. The pupils were selected from four of the city schools and comprised for the most part those who had been reported by their teachers at the end of June as scarcely ready for promotion. In so far as possible the teachers in charge gave special attention to the subjects in which the children were backward. The additional instruction enabled the boys and girls to obtain promotion to a higher grade in September. However, the purpose of organizing the classes was to provide a means of demonstrating, for the benefit of the student-teachers, the most approved methods of presenting the various subjects.

High Schools—Cities.

The enrolment in the city high schools during the year 1923–24 was 7,084. Of this number, 3,190 were boys and 3,894 were girls.

The number of divisions, the enrolment for the school-year 1923–24, and the enrolment for the school-year 1922–23 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923–24.	Total Enrolment, 1922–23.
Armstrong	1	3	84	66
Chilliwack	1	5	200	184
Courtenay	1	2	55	41
Cranbrook	1	4	113	125
Cumberland	1	2	46	38
Duncan	1	2	60	61
Enderby	1	1	23	29
Fernie	1	5	120	110
Grand Forks	1	3	87	68
Kamloops	1	5	143	156
Kaslo	1	2	43	47
Kelowna	1	4	112	102
Ladysmith	1	3	60	61
Merritt	1	1	34	43
Nanaimo	1	5	153	154
Nelson	1	8	257	224
New Westminster	2	19	621	543
Port Alberni	1	1	28	29
Port Coquitlam	1	1	30	27
Prince George	1	2	54	32
Prince Rupert	1	5	116	111
Revelstoke	1	4	106	102
Rossland	1	4	92	101
Salmon Arm	1	2	71	62
Slocan City	1	1	22	16
Trail	1	4	98	90
Vancouver	6	81	2,786	2,749
Vancouver, North	1	10	319	325
Vernon	1	5	134	122
Victoria	1	30	1,017	976
Totals	36	224	7,084	6,794

HIGH SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipal high schools during the year was 2,478. Of this number, 1,047 were boys and 1,431 were girls.

The number of schools and of divisions and the enrolment for the years 1923–24 and 1922–23 are shown in the following table:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923–24.	Total Enrolment, 1922–23.
Burnaby	2	9	286	218
Delta (Ladner)	1	2	48	42
Esquimalt	1	3	64	44
Kent (Agassiz)	1	2	30	34
Langley	1	2	47	38
Maple Ridge	1	2	43	52
Matsqui	2	2	43	49
Mission	1	3	77	56
Oak Bay	1	6	183	156
Peachland	1	1	20	21
Penticton	1	5	147	130
Point Grey	2	19	570	496
Richmond (Bridgeport)	1	3	77	69
Summerland	1	3	67	77
Surrey	1	3	82	80
Vancouver, South	1	18	655	626
Vancouver, West	1	2	39	.....
Totals	20	85	2,478	2,188

HIGH SCHOOLS—RURAL DISTRICTS.

The enrolment in the rural high schools during the year was 327. Of this number, 143 were boys and 184 were girls.

The number of schools and of divisions, the enrolment for years 1923–24 and 1922–23, together with their total, are given in the following table:—

Locality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923–24.	Total Enrolment, 1922–23.
Abbotsford	1	2	45	25
Creston	1	2	47	27
Golden	1	1	15	14
Granby Bay	1	2	24	18
Howe Sound	1	1	17	16
Keremeos	1	1	8	19
Nakusp	1	1	20	17
New Denver	1	1	26	25
Ocean Falls	1	2	25	19
Oyama	1	1	20	....
Powell River	1	2	23	24
Princeton	1	1	18	18
Robson	1	1	20	....
Smithers	1	1	19	16
Totals	14	19	327	238
Superior and rural schools giving high-school instruction	53	53	246	223
Grand totals	67	72	573	461

ELEMENTARY SCHOOLS—CITIES.

The enrolment in the city elementary schools was 41,215. The number of boys was 21,050; of girls, 20,165.

The number of schools, the number of divisions, the total enrolment for the school-year 1923–24, and the total enrolment for the school-year 1922–23 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923–24.	Total Enrolment, 1922–23.
Alberni	1	4	129	115
Armstrong	1	14	538	521
Chilliwack	1	10	380	377
Courtenay	1	6	260	240
Cranbrook	3	18	716	688
Cumberland	1	13	488	517
Duncan	1	11	407	413
Enderby	1	4	139	162
Fernie	1	23	874	886
Grand Forks	1	11	398	431
Greenwood	1	3	74	79
Kamloops	1	21	815	816
Kaslo	1	4	111	140
Kelowna	1	14	539	535
Ladysmith	1	12	429	446
Merritt	1	10	390	392
Nanaimo	4	27	1,184	1,189
Nelson	2	26	992	1,008
New Westminster	5	67	2,556	2,574
Port Alberni	1	7	232	201
Port Coquitlam	2	7	243	250
Port Moody	1	7	220	206
Prince George	1	8	332	310
Prince Rupert	1	19	719	691
Revelstoke	1	16	616	659
Rossland	1	11	441	454
Salmon Arm	1	5	166	173
Slocan	1	2	50	48
Trail (including Tadanac)	3	20	759	746
Vancouver	30	448	18,586	18,307
Vancouver, North	3	40	1,411	1,388
Vernon	1	21	814	851
Victoria	17	132	5,207	5,361
Totals	93	1,041	41,215	41,174

ELEMENTARY SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipal elementary schools was 26,230. The number of boys enrolled was 13,605; of girls, 12,625.

The following table gives the names of the several municipalities, the number of schools in each, the number of divisions, the enrolment for the school-year 1923-24, the enrolment for the school-year 1922-23, together with the totals of these:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923-24.	Total Enrolment, 1922-23.
Burnaby	16	81	2,935	2,956
Chilliwack	14	30	897	918
Coldstream	2	3	82	77
Coquitlam	6	8	236	225
Cowichan, North	4	6	152	162
Delta	12	18	523	511
Esquimalt	1	16	523	573
Glenmore	1	1	28	28
Kent	2	5	157	171
Langley	18	31	929	954
Maple Ridge	9	20	643	642
Matsqui	11	19	524	508
Mission	8	16	533	555
Oak Bay	2	16	606	607
Peachland	2	3	91	100
Penticton	1	20	712	758
Pitt Meadows	2	3	82	79
Point Grey	8	82	3,206	2,890
School for Deaf and Blind	1	9	72	70
Richmond	7	25	924	772
Saanich	16	60	1,887	2,004
Salmon Arm	7	8	232	229
Sumas	5	7	183	167
Summerland	1	9	310	337
Surrey	19	42	1,170	1,135
Vancouver, North	5	20	747	722
Vancouver, South	15	193	7,313	7,118
Vancouver, West	4	15	533	465
Totals	199	766	26,230	25,733

RURAL AND ASSISTED ELEMENTARY SCHOOLS.

Schools.	Number of Schools.	Number of Divisions.	Total Enrolment, 1923-24.	Total Enrolment, 1922-23.
Rural and assisted	700	899	18,870	18,761

AGE-GRADE TABLES.

One of the tests of the efficiency of the service which a school system is rendering the community is the number of pupils who succeed in completing the work of the various grades of the elementary schools by the time they are 14 years of age and that of the high schools while they are under 18 years of age. To secure statistics on this point age-grade distribution tables were sent in May to every school in the Province with the request that they be completed and returned to the Department before the end of June. In the main prompt replies were received. A few of the returns were, however, so inaccurate that they had to be discarded. Besides, some teachers included in their returns the standing of pupils who had left their schools or classes and were, at the time, attending schools in other districts. The figures, therefore, which were compiled from the statements submitted, while sufficiently correct for all practical purposes, show

a greater enrolment than the number of pupils actually in attendance. As teachers are expected to classify their pupils semi-annually, the table shows each year divided into two sections called first term and second term, each of which requires a half-year to complete. Thus, there are in the elementary schools sixteen grade sections, and to cover these at a normal rate of progress would take sixteen half-years. In preparing the table, pupils who were from 6 years to 6 years and 6 months were reckoned as being 6 years of age; those who were from 6 years and 6 months to 7 years were reckoned as being 6½ years of age, etc. A pupil who enters the first grade at the age of 6 and makes regular progress should complete the Elementary School Course at 14, which is the normal age for admission to high school. Should a pupil enter school at 6 and succeed in completing the Elementary School Course in less than eight years he would be rated as under age. A pupil who enters school at 6 and who has to repeat the work of one or more terms is considered over age for his grade.

The normal age for admission to each grade is:—

Elementary Schools—

Grade 1 (first term)—6 years to 6 years 6 months.
" 1 (second term)—6 years 6 months to 7 years.
" 2 (first term)—7 years to 7 years 6 months.
" 2 (second term)—7 years 6 months to 8 years.
" 3 (first term)—8 years to 8 years 6 months.
" 3 (second term)—8 years 6 months to 9 years.
" 4 (first term)—9 years to 9 years 6 months.
" 4 (second term)—9 years 6 months to 10 years.
" 5 (first term)—10 years to 10 years 6 months.
" 5 (second term)—10 years 6 months to 11 years.
" 6 (first term)—11 years to 11 years 6 months.
" 6 (second term)—11 years 6 months to 12 years.
" 7 (first term)—12 years to 12 years 6 months.
" 7 (second term)—12 years 6 months to 13 years.
" 8 (first term)—13 years to 13 years 6 months.
" 8 (second term)—13 years 6 months to 14 years.

High School—

First year—14 years.
Second year—15 years.
Matriculation—16 years.

The compilations which follow show the number of pupils and the percentage of pupils who are normal age, under age, and over age for their grades.

HIGH SCHOOLS.

Age, Years.	Age Period, Years.	Grade IX. (1st Year).			Grade X. (2nd Year).			Grade XI. (3rd Year).			Grade XII. (4th Year).			Total.		
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
11	11-12	2	1	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	1	3
12	12-13	51	47	98	2	2	4	.....	.....	.....	.....	.....	.....	53	49	102
13	13-14	353	409	762	39	41	80	2	.....	2	.....	.....	.....	394	450	844
14	14-15	646	766	1,412	250	258	508	25	27	52	.....	.....	.....	921	1,051	1,972
15	15-16	675	751	1,426	436	561	997	134	184	318	.....	.....	.....	1,245	1,496	2,741
16	16-17	325	443	768	390	533	923	272	355	627	6	6	12	993	1,337	2,330
17	17-18	87	132	219	193	275	468	225	339	564	6	13	19	511	759	1,270
18	18-19	23	27	50	66	72	138	95	177	272	12	4	16	196	280	476
19	19-20	4	3	7	17	12	29	35	52	87	6	3	9	62	70	132
20	20-21	6	1	7	7	1	8	11	11	22	2	2	4	26	15	41
21	over 21	2	1	3	2	2	4	5	11	16	2	.....	2	11	14	25
Total No.		2,174	2,581	4,755	1,402	1,757	3,159	804	1,156	1,960	34	28	62	4,414	5,522	9,936
Number under age		406	457	863	291	301	592	161	211	372	6	6	12	864	975	1,839
Number normal age		646	766	1,412	436	561	997	272	355	627	6	13	19	1,360	1,695	3,055
Number over age		1,122	1,358	2,480	675	895	1,570	371	590	961	22	9	31	2,190	2,852	5,042
Per cent. under age		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	18.51
Per cent. normal age		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	30.74
Per cent. over age		.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	50.74

B.—Boys. G.—Girls. T.—Total.

CITY ELEMENTARY SCHOOLS.

Grade.	First Grade.						Second Grade.						Third Grade.						Fourth Grade.						Fifth Grade.						Sixth Grade.						Seventh Grade.						Eighth Grade.						Total.		
Section.	1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.					
Normal age limits for entrance into each grade.	Under 6 yrs. 6 mos.			6 yrs. 6 mos. to 7 yrs.			7 yrs. to 7 yrs. 6 mos.			7 yrs. 6 mos. to 8 yrs.			8 yrs. to 8 yrs. 6 mos.			8 yrs. 6 mos. to 9 yrs.			9 yrs. to 9 yrs. 6 mos.			9 yrs. 6 mos. to 10 yrs.			10 yrs. to 10 yrs. 6 mos.			10 yrs. 6 mos. to 11 yrs.			11 yrs. to 11 yrs. 6 mos.			11 yrs. 6 mos. to 12 yrs.			12 yrs. to 12 yrs. 6 mos.			12 yrs. 6 mos. to 13 yrs.			13 yrs. to 13 yrs. 6 mos.			13 yrs. 6 mos. to 14 yrs.					
Age. / Age Period.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
6 years — Under 6 years 6 months	661	550	1211	228	262	490	12	10	22	8	6	14	2	2	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	911	830	1,741
6½ years — 6 years 6 months to 7 years	255	239	494	619	714	1333	96	116	212	29	27	56	1	2	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,000	1,098	2,098
7 years — 7 years to 7 years 6 months	130	97	227	348	346	694	345	309	654	235	222	457	43	39	82	9	7	16	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,110	1,020	2,130
7½ years — 7 years 6 months to 8 years	45	35	80	192	155	347	247	232	479	464	480	944	95	116	211	15	31	46	5	3	8	....	1	1	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,064	1,053	2,117
8 years — 8 years to 8 years 6 months	27	19	46	73	77	150	162	143	305	410	318	728	281	328	609	208	222	430	28	32	60	17	19	36	3	2	5	1	3	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,210	1,163	2,373
8½ years — 8 years 6 months to 9 years	6	9	15	52	31	83	99	76	175	219	178	397	305	258	563	377	367	744	87	123	210	58	68	126	8	5	13	15	5	20	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1,226	1,121	2,347
9 years — 9 years to 9 years 6 months	6	7	13	25	22	47	46	35	81	155	98	253	196	154	350	347	335	682	198	229	427	199	215	414	43	76	119	73	63	136	3	6	9	....	7	7	....	1	1	....	....	....	....	....	....	....	....	1,291	1,248	2,539
9½ years — 9 years 6 months to 10 years	2	2	4	21	9	30	31	12	43	85	71	156	112	96	208	257	220	477	166	187	353	280	325	605	101	133	234	106	138	244	23	17	40	10	20	30	2	1	3	....	2	2	....	....	....	....	....	....	1,196	1,233	2,429
10 years — 10 years to 10 years 6 months	4	3	7	16	6	22	19	11	30	43	35	78	84	56	140	180	126	306	153	145	298	263	265	528	110	117	227	233	236	469	60	67	127	89	124	213	11	10	21	11	22	33	....	....	....	1	....	1	1,277	1,223	2,500
10½ years — 10 years 6 months to 11 years	2	....	2	10	3	13	11	4	15	14	28	42	38	40	78	99	69	168	106	95	201	186	181	367	106	95	201	263	262	525	74	87	161	213	241	454	29	38	67	34	37	71	1	....	1	....	....	....	1,186	1,180	2,366
11 years — 11 years to 11 years 6 months	2	1	3	6	5	11	8	7	15	21	11	32	26	22	48	67	42	109	72	63	135	137	118	255	72	53	125	210	193	403	74	85	159	262	295	557	78	66	144	111	138	249	3	6	9	5	11	16	1,154	1,116	2,270
11½ years — 11 years 6 months to 12 years	1	....	1	6	2	8	3	1	4	9	6	15	15	11	26	45	19	64	42	31	73	98	80	178	81	48	129	180	161	341	56	66	122	284	321	605	74	99	173	196	225	421	11	11	22	20	27	47	1,121	1,108	2,229
12 years — 12 years to 12 years 6 months	6	....	6	21	1	22	9	....	9	17	2	19	17	4	21	37	14	51	30	16	46	68	41	109	31	29	60	125	90	215	63	45	108	222	235	457	91	91	182	279	309	588	29	23	52	60	97	157	1,105	997	2,102
12½ years — 12 years 6 months to 13 years	1	....	1	8	1	9	3	1	4	8	2	10	1	9	10	25	5	30	25	11	36	33	23	56	26	20	46	90	67	157	47	41	88	211	158	369	84	75	159	336	374	710	37	36	73	146	190	336	1,081	1,013	2,094
13 years — 13 years to 13 years 6 months	3	...	3	15	2	17	4	....	4	10	1	11	11	4	15	22	4	26	17	6	23	16	14	30	18	19	37	75	53	128	25	24	49	141	124	265	27	53	80	302	309	611	34	29	63	269	280	549	989	922	1,911
13½ years — 13 years 6 months to 14 years	....	....	....	9	1	10	2	1	3	7	....	7	4	1	5	15	5	20	7	5	12	13	7	20	8	4	12	41	30	71	16	10	26	107	68	175	45	42	87	237	241	478	35	38	73	305	421	726	851	874	1,725
14 years — 14 years to 14 years 6 months	2	....	2	6	....	6	4	1	5	3	1	4	2	1	3	9	5	14	16	2	18	5	2	7	13	4	17	21	11	32	5	9	14	72	40	112	30	23	53	210	171	381	32	37	69	282	308	590	712	615	1,327
14½ years — 14 years 6 months to 15 years	1	....	1	2	....	2	....	....	....	1	....	1	1	....	1	6	2	8	6	3	9	7	4	11	3	4	7	10	7	17	6	3	9	31	27	58	16	13	29	131	125	256	24	16	40	261	294	555	506	498	1,004
15 years — 15 years to 15 years 6 months	1	....	1	....	....	....	....	1	1	4	...	4	3	....	3	1	1	2	6	....	6	6	2	8	4	....	4	5	5	10	....	4	4	22	8	30	12	6	18	77	67	144	17	14	31	204	210	414	362	318	680
15½ years — 15 years 6 months to 16 years	1	....	1	1	....	1	....	....	....	2	....	2	1	....	1	1	....	1	1	2	3	3	1	4	1	1	2	1	2	3	2	1	3	6	2	8	5	....	5	32	27	59	8	3	11	150	142	292	215	181	396
16 years — 16 years to 16 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	2	3	....	3	....	....	....	....	....	....	4	2	6	1	1	2	4	2	6	2	2	4	19	16	35	4	2	6	71	83	154	110	108	218
16½ years — 16 years 6 months to 17 years	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	6	6	12	1	...	1	32	48	80	42	54	96
17 years — 17 years to 17 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	1	....	1	...	1	1	....	....	....	1	....	1	3	4	7	....	....	....	23	15	38	29	20	49
17½ years — 17 years 6 months to 18 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	2	....	....	....	....	....	....	1	....	1	2	....	2	....	1	1	7	5	12	12	6	18
18 years — 18 years to 18 years 6 months	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	2	1	...	1	1	1	2	6	1	7
18½ years — 18 years 6 months to 19 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	2	1	1	2
19 years — 19 years to 19 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
19½ years — 19 years 6 months to 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
20 years — Over 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total number	1156	962	2118	1659	1637	3296	1101	960	2061	1745	1486	3231	1238	1143	2381	1723	1474	3197	969	953	1922	1390	1366	2756	628	610	1238	1457	1328	2785	455	468	923	1675	1672	3347	508	520	1028	1988	2073	4061	237	216	453	1838	2133	3971	19,767	19,001	38,768
Number of Under-age Pupils	....	....	....	228	262	490	108	126	234	272	255	527	141	159	300	232	260	492	120	158	278	274	303	577	155	216	371	429	445	874	160	178	338	574	687	1261	194	215	409	631	733	1364	81	76	157	501	605	1106	4,100	4,678	8,778
Number of Normal-age Pupils	661	550	1211	619	714	1333	345	309	654	464	480	944	281	328	609	377	367	744	198	229	427	280	325	605	110	117	227	263	262	525	74	85	159	284	321	605	91	91	182	336	374	710	34	29	63	305	421	726	4,722	5,002	9,724
Number of Over-age Pupils	495	412	907	812	661	1473	648	525	1173	1009	751	1760	816	656	1472	1114	847	1961	651	566	1217	836	738	1574	363	277	640	765	621	1386	221	205	426	817	664	1481	223	214	437	1021	966	1987	122	111	233	1032	1107	2139	10,945	9,321	20,266
Per cent. of pupils Under Age	....	....	....	13.7	16.0	14.9	9.8	13.1	11.4	15.6	17.2	16.3	11.4	13.9	12.6	13.5	17.6	15.4	12.4	16.6	14.5	19.7	22.2	20.9	24.7	35.4	30.0	29.4	33.5	31.3	35.2	38.0	36.6	34.3	41.1	37.7	38.2	41.3	39.8	31.7	35.4	33.6	34.2	35.2	34.7	27.3	28.4	27.8	20.7	24.7	22.6
Per cent. of pupils Normal Age	57.2	57.2	57.2	37.3	43.6	40.4	31.3	32.2	31.7	26.6	32.3	29.2	22.7	28.7	25.6	21.9	24.9	23.3	20.4	24.0	22.2	20.1	23.8	22.0	17.5	19.2	18.3	18.1	19.7	18.9	16.2	18.2	17.2	16.9	19.2	18.1	17.9	17.5	17.7	16.9	18.0	17.5	14.3	13.4	13.9	16.6	19.7	18.3	23.9	26.3	25.1
Per cent. of pupils Over Age	42.8	42.8	42.8	48.9	40.4	44.7	58.9	54.7	56.9	57.8	50.5	54.5	65.9	57.4	61.8	64.6	57.5	61.3	67.2	59.4	63.3	60.1	54.0	57.1	57.8	45.4	51.7	52.5	46.8	49.8	48.6	43.8	46.2	48.8	39.7	44.2	43.9	41.2	42.5	51.4	46.6	48.9	51.5	51.4	51.4	56.1	51.9	53.9	55.4	49.0	52.3

RURAL MUNICIPAL ELEMENTARY SCHOOLS.

GRADE.		FIRST GRADE.						SECOND GRADE.						THIRD GRADE.						FOURTH GRADE.						FIFTH GRADE.						SIXTH GRADE.						SEVENTH GRADE.						EIGHTH GRADE.						TOTAL.		
SECTION.		1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.					
		NORMAL AGE LIMITS FOR ENTRANCE INTO EACH GRADE.																																																			
Age.	Age Period.	Under 6 yrs. 6 mos.			6 yrs. 6 mos. to 7 yrs.			7 yrs. to 7 yrs. 6 mos.			7 yrs. 6 mos. to 8 yrs.			8 yrs. to 8 yrs. 6 mos.			8 yrs. 6 mos. to 9 yrs.			9 yrs. to 9 yrs. 6 mos.			9 yrs. 6 mos. to 10 yrs.			10 yrs. to 10 yrs. 6 mos.			10 yrs. 6 mos. to 11 yrs.			11 yrs. to 11 yrs. 6 mos.			11 yrs. 6 mos. to 12 yrs.			12 yrs. to 12 yrs. 6 mos.			12 yrs. 6 mos. to 13 yrs.			13 yrs. to 13 yrs. 6 mos.			13 yrs. 6 mos. to 14 yrs.					
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
6 years	Under 6 years 6 months	471	408	879	213	217	430	8	14	22	1	2	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	693	641	1,334
6½ years	6 years 6 months to 7 years	163	138	301	419	364	783	78	74	152	10	16	26	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	670	592	1,262
7 years	7 years to 7 years 6 months	87	47	134	219	203	422	257	219	476	160	163	323	17	25	42	5	11	16	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	746	668	1,414
7½ years	7 years 6 months to 8 years	30	27	57	119	80	199	151	151	302	303	292	595	85	83	168	7	30	37	1	1	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	696	664	1,360
8 years	8 years to 8 years 6 months	18	19	37	72	45	117	115	83	198	216	216	432	183	199	382	158	162	320	22	29	51	15	18	33	....	2	2	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	800	773	1,573
8½ years	8 years 6 months to 9 years	8	6	14	40	21	61	49	36	85	134	124	258	185	136	321	279	269	548	79	87	166	30	52	82	1	9	10	2	5	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	807	745	1,552
9 years	9 years to 9 years 6 months	18	5	23	9	9	18	47	31	78	85	71	156	116	82	198	217	209	426	113	140	253	166	156	322	57	63	120	26	38	64	3	6	9	2	5	7	....	....	....	....	....	....	....	....	....	....	859	815	1,674
9½ years	9 years 6 months to 10 years	2	1	3	12	2	14	9	10	19	36	34	70	85	58	143	186	169	355	97	94	191	213	203	416	87	82	169	46	44	90	18	16	34	13	15	28	2	....	2	....	....	....	....	....	....	....	806	728	1,534
10 years	10 years to 10 years 6 months	5	...	5	5	9	14	9	10	19	27	19	46	38	21	59	109	70	179	79	59	138	191	180	371	107	92	199	108	128	236	51	54	105	48	59	107	7	9	16	10	6	16	....	....	....	....	1	1	794	717	1,511
10½ years	10 years 6 months to 11 years	1	2	3	1	1	2	6	....	6	15	13	28	26	23	49	72	38	110	64	42	106	142	111	253	67	72	139	145	134	279	57	75	132	112	142	254	17	26	43	16	20	36	....	1	1	....	2	2	741	702	1,443
11 years	11 years to 11 years 6 months	....	2	2	2	1	3	1	2	3	15	9	24	11	16	27	67	29	96	39	28	67	104	76	180	72	55	127	138	125	263	73	82	155	169	183	352	47	58	105	64	56	120	6	1	7	1	7	8	809	730	1,539
11½ years	11 years 6 months to 12 years	....	....	....	....	....	....	6	1	7	5	2	7	11	4	15	17	15	32	24	11	35	70	49	119	42	39	81	106	63	169	52	46	98	159	164	323	48	56	104	98	114	212	10	5	15	16	14	30	664	583	1,247
12 years	12 years to 12 years 6 months	1	....	1	6	....	6	2	....	2	4	2	6	10	2	12	13	9	22	13	11	24	56	41	97	31	20	51	75	49	124	52	36	88	159	159	318	63	60	123	173	195	368	13	17	30	59	73	132	730	674	1,404
12½ years	12 years 6 months to 13 years	1	....	1	....	....	....	....	....	....	....	....	....	2	2	4	9	5	14	6	4	10	22	17	39	18	8	26	49	36	85	18	23	41	119	64	183	51	42	93	187	192	379	17	27	44	92	129	221	591	549	1,140
13 years	13 years to 13 years 6 months	....	....	....	....	2	2	....	2	2	1	1	2	2	2	4	12	2	14	5	4	9	21	12	33	11	9	20	36	25	61	22	19	41	77	67	144	36	40	76	183	170	353	42	40	82	136	171	307	584	566	1,150
13½ years	13 years 6 months to 14 years	1	...	1	....	1	1	....	....	....	....	1	1	....	1	1	4	2	6	3	1	4	12	9	21	10	5	15	21	13	34	11	4	15	72	46	118	34	40	74	123	128	251	25	30	55	198	216	414	514	497	1,011
14 years	14 years to 14 years 6 months	1	....	1	1	....	1	....	....	....	3	....	3	....	1	1	3	....	3	2	1	3	10	6	16	6	1	7	14	4	18	6	6	12	43	35	78	24	15	39	94	81	175	15	29	44	174	209	383	396	388	784
14½ years	14 years 6 months to 15 years	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	3	1	4	2	1	3	4	2	6	3	2	5	8	4	12	5	....	5	18	12	30	8	9	17	53	43	96	20	24	44	163	166	329	288	264	552
15 years	15 years to 15 years 6 months	....	....	....	....	1	1	...	....	....	1	....	1	2	....	2	8	...	8	1	...	1	4	2	6	....	1	1	10	1	11	2	1	3	16	8	24	7	5	12	24	32	56	14	15	29	100	121	221	189	187	376
15½ years	15 years 6 months to 16 years	...	....	....	....	....	....	....	....	....	...	1	1	....	....	....	1	....	1	2	....	2	2	2	4	....	....	....	....	1	1	....	1	1	6	2	8	6	1	7	12	16	28	10	8	18	71	66	137	110	98	208
16 years	16 years to 16 years 6 months	....	...	...	1	....	1	...	...	....	....	....	..	1	1	2	1	....	1	1	....	1	3	...	3	....	1	1	1	1	2	2	...	2	2	2	4	3	2	5	9	9	18	2	3	5	39	42	81	65	61	126
16½ years	16 years 6 months to 17 years	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	3	1	4	3	2	5	16	24	40	24	27	51
17 years	17 years to 17 years 6 months	1	....	1	....	....	....	....	1	1	....	....	...	....	....	....	....	....	....	....	....	....	1	...	1	....	....	....	....	....	....	....	....	....	1	....	1	2	....	2	1	1	2	....	3	3	11	8	19	17	13	30
17½ years	17 years 6 months to 18 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	3	2	5	3	3	6
18 years	18 years to 18 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	.....	1	1
18½ years	18 years 6 months to 19 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	2	.....	2
19 years	19 years to 19 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	..	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	.....	1
19½ years	19 years 6 months to 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
20 years	Over 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....
Total number		808	655	1463	1119	956	2075	738	634	1372	1016	966	1982	776	656	1432	1171	1021	2192	554	513	1067	1067	936	2003	512	461	973	787	671	1458	373	369	742	1016	963	9979	355	363	718	1050	1064	2114	177	206	383	1080	1252	2332	12,599	11,686	24,285
Number of Under-age Pupils		....	....	....	213	217	430	86	88	174	171	181	352	102	108	210	170	203	373	103	117	220	211	226	437	145	156	301	183	215	398	129	151	280	344	404	748	121	149	270	361	391	752	46	51	97	304	397	701	2,689	3,054	5,743
Number of Normal-age Pupils		471	408	879	419	364	783	257	219	476	303	292	595	183	199	382	279	269	548	113	140	253	213	203	416	107	92	199	145	134	279	73	82	155	159	164	323	63	60	123	187	192	379	42	40	82	198	216	414	3,212	3,074	6,286
Number of Over-age Pupils		337	247	584	487	375	862	395	327	722	542	493	1035	491	349	840	722	549	1271	338	256	594	643	507	1150	260	213	473	459	322	781	171	136	307	513	395	908	171	154	325	502	481	983	89	115	204	578	639	1217	6,698	5,558	12,256
Per cent. of pupils Under Age		....	....	....	19.0	22.7	20.8	11.6	13.9	12.7	16.8	18.8	17.8	13.1	16.5	14.6	14.5	19.9	17.0	18.6	22.8	20.6	19.8	24.1	21.8	28.3	33.8	30.9	23.3	32.0	27.3	34.6	40.9	37.7	33.9	42.0	37.8	34.0	41.0	37.6	34.4	36.8	35.6	26.0	24.8	25.3	28.1	31.7	30.1	21.3	26.1	23.65
Per cent. of pupils Normal Age		58.3	62.3	60.1	37.5	38.1	37.7	34.9	34.5	34.7	29.8	30.2	30.0	23.6	30.3	26.7	23.8	26.3	25.0	20.4	27.3	23.7	19.9	21.7	20.8	20.9	20.0	20.5	18.4	20.0	19.1	19.6	22.2	20.9	15.6	17.0	16.3	17.7	16.5	17.1	17.8	18.0	17.9	23.7	19.4	21.4	18.3	17.3	17.7	25.5	26.3	25.89
Per cent. of pupils Over Age		41.7	37.7	39.9	43.5	39.2	41.5	53.5	51.6	52.6	53.3	51.0	52.2	63.3	53.2	58.7	61.7	53.8	58.0	61.0	49.9	55.7	60.3	54.2	57.4	50.8	46.2	48.6	58.3	48.0	53.6	45.8	36.9	41.4	50.5	41.0	45.9	48.2	42.4	45.3	47.8	45.2	46.5	50.3	55.8	53.3	53.5	51.0	52.2	53.2	47.6	50.46

RURAL AND ASSISTED ELEMENTARY SCHOOLS.

Grade.		First Grade.						Second Grade.						Third Grade.						Fourth Grade.						Fifth Grade.						Sixth Grade.						Seventh Grade.						Eighth Grade.						Total.		
Section.		1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.					
		Normal Age Limits for Entrance into each Grade.																																																		
Age.	Age Period.	Under 6 yrs. 6 mos.			6 yrs. 6 mos. to 7 yrs.			7 yrs. to 7 yrs. 6 mos.			7 yrs. 6 mos. to 8 yrs.			8 yrs. to 8 yrs. 6 mos.			8 yrs. 6 mos. to 9 yrs.			9 yrs. to 9 yrs. 6 mos.			9 yrs. 6 mos. to 10 yrs.			10 yrs. to 10 yrs. 6 mos.			10 yrs. 6 mos. to 11 yrs.			11 yrs. to 11 yrs. 6 mos.			11 yrs. 6 mos. to 12 yrs.			12 yrs. to 12 yrs. 6 mos.			12 yrs. 6 mos. to 13 yrs.			13 yrs. to 13 yrs. 6 mos.			13 yrs. 6 mos. to 14 yrs.					
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
6 years	Under 6 years 6 months	409	370	779	137	136	273	11	12	23	1	8	9	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	559	526	1,085
6½ years	6 years 6 months to 7 years	152	107	259	314	316	630	40	53	93	18	15	33	....	2	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	524	493	1,017
7 years	7 years to 7 years 6 months	83	74	157	223	183	406	132	120	252	81	103	184	14	20	34	7	10	17	....	2	2	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	540	513	1,053
7½ years	7 years 6 months to 8 years	57	48	105	110	110	220	89	87	176	186	212	398	40	34	74	27	26	53	3	3	6	1	1	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	513	521	1,034
8 years	8 years to 8 years 6 months	39	33	72	82	68	150	54	50	104	171	183	354	84	99	183	71	86	157	3	15	18	5	6	11	1	....	1	1	3	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	511	543	1,054
8½ years	8 years 6 months to 9 years	17	15	32	50	38	88	62	45	107	119	128	247	64	78	142	205	168	373	28	31	59	16	25	41	1	....	1	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	562	529	1,091
9 years	9 years to 9 years 6 months	18	13	31	39	26	65	35	33	68	87	110	197	68	67	135	198	195	393	78	69	147	87	77	164	7	16	23	16	15	31	1	....	1	1	4	5	....	....	....	....	..	....	....	....	....	....	635	625	1,260
9½ years	9 years 6 months to 10 years	7	7	14	25	18	43	17	12	29	69	41	110	40	45	85	119	105	224	46	36	82	181	182	363	15	16	31	21	42	63	5	1	6	5	9	14	....	....	....	....	....	....	....	....	....	....	550	514	1,064
10 years	10 years to 10 years 6 months	9	9	18	20	11	31	14	17	31	41	37	78	41	33	74	110	90	200	47	38	85	167	144	311	35	42	77	50	81	131	2	5	7	19	35	54	3	1	4	5	2	7	1	....	1	....	....	....	564	545	1,109
10½ years	10 years 6 months to 11 years	4	1	5	7	9	16	8	6	14	34	13	47	35	25	60	92	69	161	28	34	62	108	95	203	32	29	61	111	131	242	9	10	19	51	70	121	1	2	3	8	14	22	....	1	1	1	2	3	529	511	1,040
11 years	11 years to 11 years 6 months	6	7	13	16	2	18	5	5	10	35	16	51	19	19	38	57	52	109	37	22	59	111	87	198	28	10	38	116	90	206	24	32	56	66	97	163	2	2	4	31	28	59	3	1	4	5	4	9	561	474	1,035
11½ years	11 years 6 months to 12 years	7	....	7	2	....	2	9	1	10	15	13	28	10	2	12	25	22	47	23	12	35	101	68	169	26	26	52	78	80	158	16	19	35	131	131	262	5	11	16	46	58	104	4	1	5	9	16	25	507	460	967
12 years	12 years to 12 years 6 months	9	1	10	6	3	9	3	1	4	13	8	21	12	8	20	42	32	74	19	21	40	61	47	108	9	8	17	76	57	133	15	13	28	95	111	206	14	23	37	73	74	147	3	3	6	17	24	41	467	434	901
12½ years	12 years 6 months to 13 years	....	2	2	3	3	6	5	2	7	10	2	12	7	5	12	11	10	21	9	8	17	39	30	69	14	8	22	48	47	95	21	8	29	83	73	156	19	10	29	119	115	234	4	8	12	49	53	102	441	384	825
13 years	13 years to 13 years 6 months	....	....	....	8	2	10	2	3	5	1	4	5	6	4	10	16	7	23	11	4	15	33	23	56	13	10	23	51	40	91	18	12	30	58	56	114	20	14	34	102	124	226	16	18	34	67	99	166	422	420	842
13½ years	13 years 6 months to 14 years	3	....	3	4	1	5	1	....	1	6	1	7	1	1	2	10	3	13	7	2	9	24	16	40	14	6	20	31	22	53	6	6	12	52	42	94	7	6	13	81	88	169	11	12	23	133	160	293	391	366	757
14 years	14 years to 14 years 6 months	....	....	....	3	4	7	2	....	2	1	2	3	5	1	6	4	8	12	5	1	6	12	13	25	7	6	13	31	12	43	7	5	12	36	23	59	10	6	16	77	67	144	8	15	23	137	136	273	345	299	644
14½ years	14 years 6 months to 15 years	2	1	3	2	1	3	2	1	3	3	4	7	4	2	6	6	1	7	....	....	....	13	4	17	6	5	11	16	6	22	4	3	7	32	10	42	5	6	11	41	51	92	9	9	18	87	99	186	232	203	435
15 years	15 years to 15 years 6 months	1	....	1	1	....	1	1	....	1	2	5	7	3	2	5	....	1	1	2	1	3	6	6	12	3	6	9	2	12	14	4	3	7	10	11	21	1	4	5	26	29	55	6	6	12	95	89	184	163	175	338
15½ years	15 years 6 months to 16 years	....	....	....	....	....	....	....	....	....	1	....	1	1	2	3	1	....	1	....	1	1	4	....	4	1	2	3	1	7	8	1	1	2	1	7	8	1	1	2	19	14	33	2	5	7	51	72	123	84	112	196
16 years	16 years to 16 years 6 months	1	1	2	....	....	....	....	....	....	....	....	....	1	2	3	2	1	3	....	....	....	6	....	6	2	2	4	2	2	4	4	2	6	1	4	5	2	1	3	13	5	18	2	2	4	33	43	76	69	65	134
16½ years	16 years 6 months to 17 years	....	....	....	....	....	....	....	....	....	....	....	....	....	2	2	1	1	2	1	1	2	....	4	4	2	2	4	1	1	2	....	....	....	3	5	8	2	1	3	1	5	6	2	3	5	16	23	39	29	48	77
17 years	17 years to 17 years 6 months	....	....	....	....	1	1	....	1	1	1	1	2	....	....	....	2	....	2	1	....	1	....	1	1	1	....	1	2	....	2	....	....	....	2	....	2	....	....	....	2	3	5	....	2	2	3	11	14	14	20	34
17½ years	17 years 6 months to 18 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	1	....	1	2	....	2	1	2	3	2	6	8	7	9	16
18 years	18 years to 18 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	....	....	....	....	1	1	1	....	1	2	3	5	3	5	8
18½ years	18 years 6 months to 19 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	1	1	2
19 years	19 years to 19 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	1	1	2	1	2	
19½ years	19 years 6 months to 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
20 years	Over 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total number		824	689	1513	1052	932	1984	492	449	941	895	906	1801	456	453	909	1007	888	1895	348	301	649	975	830	1805	217	194	411	655	649	1304	137	121	258	646	688	1334	93	88	181	646	678	1324	73	89	162	708	842	1550	9,224	8,797	18,021
Number of Under-age Pupils		....	....	....	137	136	273	51	65	116	100	126	226	55	56	111	105	122	227	34	51	85	109	110	219	24	32	56	88	142	230	17	16	33	142	215	357	11	16	27	163	176	339	15	14	29	148	198	346	1,199	1,475	2,674
Number of Normal-age Pupils		409	370	779	314	316	630	132	120	252	186	212	398	84	99	183	205	168	373	78	69	147	181	182	363	35	42	77	111	131	242	24	32	56	131	131	262	14	23	37	119	115	234	16	18	34	133	160	293	2,172	2,188	4,360
Number of Over-age Pupils		415	319	734	601	480	1081	309	264	573	609	568	1177	317	298	615	697	598	1295	236	181	417	685	538	1223	158	120	278	456	376	832	96	73	169	373	342	715	68	49	117	364	387	751	42	57	99	427	484	911	5,853	5,134	10,987
Per cent. of pupils Under Age		....	....	....	13.0	14.5	13.7	10.3	14.5	12.3	11.2	13.9	12.5	12.1	12.3	12.2	10.4	13.7	11.9	9.7	16.9	13.1	11.2	13.2	12.1	11.1	16.5	13.6	13.4	21.9	17.6	12.4	13.2	12.8	21.9	31.3	26.8	11.8	18.2	14.9	25.2	25.9	25.6	20.5	15.6	17.9	20.9	23.5	22.3	12.9	16.7	14.8
Per cent. of pupils Normal Age		49.6	53.7	51.4	29.8	33.9	31.7	26.8	26.7	26.8	20.8	23.4	22.1	18.4	21.8	20.1	20.3	18.9	19.6	22.4	22.9	22.6	18.5	22.0	20.1	16.1	21.6	18.7	16.9	20.2	18.6	17.5	26.4	21.7	20.3	19.0	19.6	15.1	26.1	20.4	18.4	17.0	17.6	21.9	20.2	21.0	18.8	19.0	18.9	23.5	24.9	24.2
Per cent. of pupils Over Age		50.4	46.3	48.5	57.1	51.5	54.5	62.8	58.7	60.9	68.0	62.7	65.3	69.5	65.8	67.6	69.2	67.3	68.3	67.9	60.1	64.2	70.2	64.8	67.7	72.8	61.8	67.7	69.6	57.9	63.8	70.1	60.3	65.5	57.8	49.7	53.6	73.1	55.7	64.6	56.3	57.1	56.7	57.5	64.1	61.1	60.3	57.5	58.8	63.5	58.4	61.0

SUMMARY FOR ALL ELEMENTARY SCHOOLS.

GRADE.		FIRST GRADE.						SECOND GRADE.						THIRD GRADE.						FOURTH GRADE.						FIFTH GRADE.						SIXTH GRADE.						SEVENTH GRADE.						EIGHTH GRADE.						TOTAL.		
SECTION.		1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.			1st Term.			2nd Term.					
		NORMAL AGE LIMITS FOR ENTRANCE INTO EACH GRADE.																																																			
Age.	Age Period.	Under 6 yrs. 6 mos.			6 yrs. 6 mos. to 7 yrs.			7 yrs. to 7 yrs. 6 mos.			7 yrs. 6 mos. to 8 yrs.			8 yrs. to 8 yrs. 6 mos.			8 yrs. 6 mos. to 9 yrs.			9 yrs. to 9 yrs. 6 mos.			9 yrs. 6 mos. to 10 yrs.			10 yrs. to 10 yrs. 6 mos.			10 yrs. 6 mos. to 11 yrs.			11 yrs. to 11 yrs. 6 mos.			11 yrs. 6 mos. to 12 yrs.			12 yrs. to 12 yrs. 6 mos.			12 yrs. 6 mos. to 13 yrs.			13 yrs. to 13 yrs. 6 mos.			13 yrs. 6 mos. to 14 yrs.					
		B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.	B.	G.	T.
6 years	Under 6 years 6 months	1541	1328	2869	578	615	1193	31	36	67	10	16	26	3	2	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,163	1,997	4,160
6½ years	6 years 6 months to 7 years	570	484	1054	1352	1394	2746	214	243	457	57	58	115	1	4	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,194	2,183	4,377
7 years	7 years to 7 years 6 months	300	218	518	790	732	1522	734	648	1382	476	488	964	74	84	158	21	28	49	1	2	3	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,396	2,201	4,597
7½ years	7 years 6 months to 8 years	132	110	242	421	345	766	487	470	957	953	984	1937	220	233	453	49	87	136	9	7	16	1	2	3	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,273	2,238	4,511
8 years	8 years to 8 years 6 months	84	71	155	227	190	417	331	276	607	797	717	1514	548	626	1174	437	470	907	53	76	129	37	43	80	4	4	8	3	6	9	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,521	2,479	5,000
8½ years	8 years 6 months to 9 years	31	30	61	142	90	232	210	157	367	472	430	902	554	472	1026	861	804	1665	194	241	435	104	145	249	10	14	24	17	11	28	....	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2,595	2,395	4,990
9 years	9 years to 9 years 6 months	42	25	67	73	57	130	128	99	227	327	279	606	380	303	683	762	739	1501	389	438	827	452	448	900	107	155	262	115	116	231	7	12	19	3	16	19	....	1	1	....	....	....	....	....	....	....	....	....	2,785	2,688	5,473
9½ years	9 years 6 months to 10 years	11	10	21	58	29	87	57	34	91	190	146	336	237	199	436	562	494	1056	309	317	626	674	710	1384	203	231	434	173	224	397	46	34	80	28	44	72	4	1	5	....	2	2	....	....	....	....	....	....	2,552	2,475	5,027
10 years	10 years to 10 years 6 months	18	12	30	41	26	67	42	38	80	111	91	202	163	110	273	399	286	685	279	242	521	621	589	1210	252	251	503	391	445	836	113	126	239	156	218	374	21	20	41	26	30	56	1	....	1	1	1	2	2,635	2,485	5,120
10½ years	10 years 6 months to 11 years	7	3	10	18	13	31	25	10	35	63	54	117	99	88	187	263	176	439	198	171	369	436	387	823	205	196	401	519	527	1046	140	172	312	376	453	829	47	66	113	58	71	129	1	2	3	1	4	5	2,456	2,393	4,849
11 years	11 years to 11 years 6 months	8	10	18	24	8	32	14	14	28	71	36	107	56	57	113	191	123	314	148	113	261	352	281	633	172	118	290	464	408	872	171	199	370	497	575	1072	127	126	253	206	222	438	12	8	20	11	22	33	2,524	2,320	4,844
11½ years	11 years 6 months to 12 years	8	....	8	8	2	10	18	3	21	29	21	50	36	17	53	87	56	143	89	54	143	269	197	466	149	113	262	364	304	668	124	131	255	574	616	1190	127	166	293	340	397	737	25	17	42	45	57	102	2,292	2,151	4,443
12 years	12 years to 12 years 6 months	16	1	17	33	4	37	14	1	15	34	12	46	39	14	53	92	55	147	62	48	110	185	129	314	71	57	128	276	196	472	130	94	224	476	505	981	168	174	342	525	578	1103	45	43	88	136	194	330	2,302	2,105	4,407
12½ years	12 years 6 months to 13 years	2	2	4	11	4	15	8	3	11	18	4	22	10	16	26	45	20	65	40	23	63	94	70	164	58	36	94	187	150	337	86	72	158	413	295	708	154	127	281	642	681	1323	58	71	129	287	372	659	2,113	1,946	4,059
13 years	13 years to 13 years 6 months	3	....	3	23	6	29	6	5	11	12	6	18	19	10	29	50	13	63	33	14	47	70	49	119	42	38	80	162	118	280	65	55	120	276	247	523	83	107	190	587	603	1190	92	87	179	472	550	1022	1,995	1,908	3,903
13½ years	13 years 6 months to 14 years	4	....	4	13	3	16	3	1	4	13	2	15	5	3	8	29	10	39	17	8	25	49	32	81	32	15	47	93	65	158	33	20	53	231	156	387	86	88	174	441	457	898	71	80	151	636	797	1433	1,756	1,737	3,493
14 years	14 years to 14 years 6 months	3	....	3	10	4	14	6	1	7	7	3	10	7	3	10	16	13	29	23	4	27	27	21	48	26	11	37	66	27	93	18	20	38	151	98	249	64	44	108	381	319	700	55	81	136	593	653	1246	1,453	1,302	2,755
14½ years	14 years 6 months to 15 years	3	1	4	4	1	5	2	1	3	4	4	8	6	2	8	15	4	19	8	4	12	24	10	34	12	11	23	34	17	51	15	6	21	81	49	130	29	28	57	225	219	444	53	49	102	511	559	1070	1,026	965	1,991
15 years	15 years to 15 years 6 months	2	....	2	1	1	2	1	1	2	7	5	12	8	2	10	9	2	11	9	1	10	16	10	26	7	7	14	17	18	35	6	8	14	48	27	75	20	15	35	127	128	255	37	35	72	399	420	819	714	680	1,394
15½ years	15 years 6 months to 16 years	1	....	1	1	....	1	....	....	....	3	1	4	2	2	4	3	....	3	3	3	6	9	3	12	2	3	5	2	10	12	3	3	6	13	11	24	12	2	14	63	57	120	20	16	36	272	282	552	409	391	800
16 years	16 years to 16 years 6 months	1	1	2	1	....	1	....	....	....	....	....	....	2	3	5	5	1	6	4	....	4	9	....	9	2	3	5	7	5	12	7	3	10	7	8	15	7	5	12	41	30	71	8	7	15	143	168	311	244	234	478
16½ years	16 years 6 months to 17 years	....	....	....	1	....	1	....	....	....	....	....	....	1	2	3	2	1	3	1	1	2	....	4	4	2	2	4	1	1	2	1	....	1	4	5	9	2	1	3	10	12	22	6	5	11	64	95	159	95	129	224
17 years	17 years to 17 years 6 months	1	....	1	....	1	1	....	2	2	1	1	2	....	....	....	2	....	2	1	....	1	2	1	3	1	....	1	3	....	3	....	1	1	3	....	3	3	....	3	6	8	14	....	5	5	37	34	71	60	53	113
17½ years	17 years 6 months to 18 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	....	....	....	....	....	....	3	....	3	....	....	....	....	....	....	2	....	2	4	....	4	1	4	5	12	13	25	22	18	40
18 years	18 years to 18 years 6 months	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	1	1	....	....	....	....	....	....	2	1	3	2	....	2	3	5	8	9	7	16
18½ years	18 years 6 months to 19 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	2	2	4	4	2	6
19 years	19 years to 19 years 6 months	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1	1	1	1	2	2	2	4
19½ years	19 years 6 months to 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
20 years	Over 20 years	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total number		2788	2306	5094	3830	3525	7355	2331	2043	4374	3656	3358	7014	2470	2252	4722	3901	3383	7284	1871	1767	3638	3432	3132	6564	1357	1265	2622	2899	2648	5547	965	958	1923	3337	3323	6660	956	971	1927	3684	3815	7499	487	511	998	3626	4227	7853	41,590	39,484	81,074
Number of Under-age Pupils		....	....	....	578	615	1193	245	279	524	543	562	1105	298	323	621	507	585	1092	257	326	583	594	639	1233	324	404	728	700	802	1502	306	345	651	1060	1306	2366	326	380	706	1155	1300	2455	142	141	283	953	1200	2153	7,988	9,207	17,195
Number of Normal-age Pupils		1541	1328	2869	1352	1394	2746	734	648	1382	953	984	1937	548	626	1174	861	804	1665	389	438	827	674	710	1384	252	251	503	519	527	1046	171	199	370	574	616	1190	168	174	342	642	681	1323	92	87	179	636	797	1433	10,106	10,264	20,370
Number of Over-age Pupils		1247	978	2225	1900	1516	3416	1352	1116	2468	2160	1812	3972	1624	1303	2927	2533	1994	4527	1225	1003	2228	2164	1783	3947	781	610	1391	1680	1319	2999	488	414	902	1703	1401	3104	462	417	879	1887	1834	3721	253	283	536	2037	2230	4267	23,496	20,013	43,509
Per cent. of pupils Under Age		....	....	....	15.1	17.4	16.2	10.5	13.7	12.0	14.8	16.7	15.8	12.1	14.3	13.2	13.0	17.3	15.0	13.7	18.4	16.0	17.3	20.4	18.8	23.9	31.9	27.8	24.1	30.3	27.1	31.7	36.0	33.9	31.8	39.3	35.5	34.1	39.1	36.6	31.4	34.1	32.7	29.1	27.6	28.4	26.3	28.4	27.4	19.2	23.3	21.2
Per cent. of pupils Normal Age		55.3	57.6	56.3	35.3	39.5	37.3	31.5	31.7	31.6	26.1	29.3	27.6	22.2	27.8	24.9	22.1	23.8	22.9	20.8	24.8	22.7	19.6	22.7	21.1	18.6	19.8	19.2	17.9	19.9	18.9	17.7	20.8	19.2	17.2	18.5	17.9	17.6	17.9	17.7	17.4	17.9	17.6	18.9	17.0	17.9	17.5	18.8	18.2	24.3	26.0	25.1
Per cent. of pupils Over Age		44.7	42.4	43.7	49.6	43.0	46.4	58.0	54.6	56.4	59.1	54.0	56.6	65.7	57.9	61.9	64.9	58.9	62.1	65.5	56.8	61.2	63.1	56.9	60.1	57.5	48.2	53.0	58.0	49.8	54.0	50.6	43.2	46.9	51.0	42.2	46.6	48.3	42.9	45.6	51.2	48.0	49.6	52.0	55.4	53.7	56.2	52.8	54.3	56.5	50.7	53.7

From the foregoing tables it may be observed that 53 per cent. of the pupils of the elementary schools and about 50 per cent. of the high-school pupils were over age for their grades. Retardation is due to many causes other than poor class-room teaching and lack of ability and application on the part of the pupils. Many children do not enter school until they are over 6 years of age, and consequently, unless they advance at a faster rate of progress than the normal, they are rated as over age during their whole school career. Illness, too, extending over several months or a longer period results in pupils having to repeat the work of one or more terms. Another common cause for retardation is the frequent moving of families from place to place. The education of the children suffers as a result of the broken attendance and change from one school to another. Besides, the children of foreign parents are usually retarded owing to their lack of familiarity with the English language. There are other causes, too, which lead to retardation, and while no educational system, however efficient it may be, can remove them all, still much can yet be done to make it possible for many pupils to increase their rate of progress. Bright pupils should be allowed to accomplish each term a little more than the work prescribed for the term. Many pupils, for example, if given an opportunity, can do three terms' work in two terms or four in three. To do so, however, a system of classification must be adopted which will permit of their promotion whenever their interests demand it. In some of the large schools promotions are made only in June of each year. In such schools pupils who fail to earn promotion at that time have to repeat their work, not for one term but for a year. It is quite obvious that such a system must delay the progress of pupils. Frequent promotions are necessary if they are to advance at a steady and normal rate. Care should, however, be taken not to promote young and ambitious pupils too rapidly, as educational progress must not be obtained at the expense of health.

SALARIES.

The following tables show the sums paid in salaries, together with the average, the highest, and the lowest salary paid to teachers during the school-year 1923–24:—

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
HIGH SCHOOLS.				
City high schools	$ 584,823 00	$2,416 62	$4,000 00	$1,380 00
Rural municipal high schools	196,251 00	2,255 76	4,074 00	1,300 00
Rural high schools	36,814 00	1,937 58	3,500 00	1,300 00
	$ 817,888 00	$2,350 75	$4,074 00	$1,300 00
ELEMENTARY SCHOOLS.				
Cities.				
Alberni	$ 4,250 00	$1,062 50	$1,250 00	$1,000 00
Armstrong	18,600 00	1,328 57	2,400 00	1,080 00
Chilliwack	12,500 00	1,250 00	2,000 00	1,000 00
Courtenay	6,900 00	1,150 00	1,500 00	960 00
Cranbrook	22,716 00	1,262 00	2,350 00	1,080 00
Cumberland	17,250 00	1,232 15	2,000 00	950 00
Duncan	12,360 00	1,123 64	1,850 00	850 00
Enderby	4,900 00	1,225 00	1,700 00	1,000 00
Fernie	35,320 00	1,471 66	2,800 00	1,200 00
Grand Forks	13,450 00	1,222 72	2,000 00	1,100 00
Greenwood	3,460 00	1,153 33	1,400 00	1,000 00
Kamloops	27,000 00	1,285 71	2,100 00	1,100 00
Kaslo	5,300 00	1,325 00	1,800 00	1,150 00
Kelowna	19,320 00	1,380 00	2,700 00	1,080 00
Ladysmith	14,925 00	1,243 75	2,100 00	900 00
Merritt	13,800 00	1,254 54	2,500 00	1,000 00
Nanaimo	37,440 00	1,337 14	2,500 00	940 00
Nelson	37,650 00	1,448 08	2,800 00	1,100 00
New Westminster	88,998 00	1,328 33	2,700 00	840 00
Port Alberni	8,100 00	1,157 14	1,500 00	1,080 00
Port Coquitlam	7,200 00	1,028 57	1,400 00	900 00
Port Moody	7,300 00	1,042 87	1,600 00	800 00

SALARIES—*Continued.*

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
ELEMENTARY SCHOOLS—*Continued.*				
Cities—Continued.				
Prince George	$ 12,050 00	$1,506 25	$2,250 00	$1,250 00
Prince Rupert	33,372 00	1,668 60	2,680 00	1,100 00
Revelstoke	20,720 00	1,295 00	2,500 00	1,050 00
Rossland	14,700 00	1,336 36	2,100 00	1,000 00
Salmon Arm	6,130 00	1,226 00	2,100 00	960 00
Slocan	2,300 00	1,150 00	1,300 00	1,000 00
Trail	26,590 00	1,329 50	2,400 00	1,080 00
Vancouver	723,991 00	1,573 89	3,510 00	1,000 00
Vancouver, North	58,950 00	1,473 75	2,880 00	960 00
Vernon	29,430 00	1,401 43	2,220 00	1,260 00
Victoria	203,735 00	1,531 84	2,925 00	875 00
	$1,554,507 00	$1,467 90	$3,510 00	$ 800 00
Rural Municipalities.				
Burnaby	$ 109,666 00	$1,321 27	$2,750 00	$ 900 00
Chilliwack	29,440 00	981 33	1,300 00	850 00
Coldstream	3,500 00	1,166 66	1,200 00	1,100 00
Coquitlam	8,150 00	1,018 75	1,200 00	900 00
North Cowichan	6,100 00	1,016 66	1,400 00	840 00
Delta	19,850 00	1,102 77	2,000 00	900 00
Esquimalt	23,055 00	1,356 18	2,800 00	1,100 00
Glenmore	1,200 00	1,200 00	1,200 00	1,200 00
Kent	5,050 00	1,010 00	1,100 00	950 00
Langley	29,830 00	962 26	1,250 00	800 00
Maple Ridge	20,950 00	1,047 50	1,500 00	800 00
Matsqui	17,965 00	945 53	1,250 00	800 00
Mission	17,290 00	1,080 63	2,080 00	840 00
Oak Bay	25,100 00	1,568 75	3,000 00	1,050 00
Peachland	3,500 00	1,166 66	1,500 00	1,000 00
Penticton	26,950 00	1,347 50	2,500 00	1,140 00
Pitt Meadows	3,300 00	1,100 00	1,300 00	1,000 00
Point Grey	129,815 00	1,583 11	3,300 00	1,080 00
Richmond	27,700 00	1,108 00	2,700 00	850 00
Saanich	65,437 00	1,109 10	2,085 00	697 00
Salmon Arm	9,270 00	1,158 75	1,600 00	960 00
Sumas	7,090 00	1,012 86	1,200 00	900 00
Summerland	11,480 00	1,275 55	2,000 00	1,000 00
Surrey	39,250 00	981 25	1,300 00	800 00
Vancouver, North	27,600 00	1,380 00	2,500 00	1,020 00
Vancouver, South	286,880 00	1,463 67	3,240 00	1,020 00
Vancouver, West	19,350 00	1,290 00	2,200 00	1,020 00
	$ 947,768 00	$1,282 59	$3,300 00	$ 697 00
RURAL AND ASSISTED.				
Rural and assisted	$ 987,525 00	$1,092 39	$2,400 00	$ 750 00
MANUAL TRAINING AND DOMESTIC SCIENCE.				
Manual training	$ 133,626 00	$1,936 61	$3,010 00	$ 950 00
Domestic science	77,948 00	1,528 40	2,500 00	600 00

EXPENDITURE FOR EDUCATION, 1923–24.

Education Office:		
Salaries		$ 19,027 35
Office supplies		8,638 58
Travelling expenses		211 93
Free Text-book Branch:		
Salaries		5,707 16
Office supplies		5,542 74
Books, maps, etc.		100,674 49
Agricultural Education:		
Salaries	$18,216 52	
Less contribution by districts	8,813 99	
		9,402 53
Office supplies		762 21
Travelling expenses		1,349 45
Grants in aid		16,204 51
Industrial Education:		
Salaries		7,327 89
Office supplies		2,526 80
Travelling expenses		1,672 46
Grants in aid		31,727 72
Night-schools		15,172 80
Inspection of Schools:		
Salaries		52,676 29
Office supplies		5,557 37
Travelling expenses		19,137 37
Normal School, Vancouver:		
Salaries		26,265 00
Office supplies		2,904 18
Travelling expenses		887 80
Fuel, water, and light		1,936 70
Maintenance and repairs		1,792 42
Students' mileage		1,281 75
Allowance to teachers assisting Normal students		3,750 00
Normal School, Victoria:		
Salaries		24,753 64
Office supplies		2,047 58
Travelling expenses		34 35
Fuel, water, and light		2,580 85
Maintenance and repairs		2,738 29
Students' mileage		8,774 90
Allowance to teachers assisting Normal students		3,107 90
Incidentals		53 50
School for Deaf and Blind:		
Salaries		21,143 42
Office supplies		204 05
Travelling expenses		137 75
Fuel, water, and light		1,910 13
Maintenance and repairs		6,497 81
Furniture, fixtures, etc.		723 11
Provisions		4,117 19
Incidentals		346 38
Per capita grant to cities		700,206 30
Per capita grant to municipalities		514,023 05
Per capita grant to rural school districts		169,178 60
Carried forward		$1,804,716 30

Brought forward		$1,804,716 30
Salaries to teachers in assisted schools		524,984 50
Salaries to teachers in Esquimalt & Nanaimo Railway Belt		111,397 40
School buildings, erection and maintenance		190,405 04
Libraries		2,019 41
Examination of teachers and High School Entrance classes		21,892 78
Conveying children to central schools		30,626 64
Summer schools		24,686 27
Incidentals		4,541 92
Grant to University of British Columbia		458,125 00
		$3,173,395 26
Amount expended by—		
Cities	$3,053,160 74	
District municipalities	1,492,501 32	
Rural and assisted school districts	477,639 42	
		5,023,301 48
Grand total cost of education		$8,196,696 74

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.
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
1923–24	27 36	33 21

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

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

* This amount includes annual grant to Provincial University.

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

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

INSPECTORS' REPORTS.

HIGH SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., August 31st, 1924.

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

SIR,—I beg leave to submit herewith my annual report on the high and superior schools of Inspectorate No. 1 for the school-year ended June 30th, 1924.

The total number of teachers in the schools of this inspectorate was 188 and the number of schools forty-two, of which seven were superior schools, three ungraded high schools, one junior high school, and thirty-one graded high schools. The Golden High School had the smallest enrolment with fifteen pupils and the Victoria High School the largest with 1,017. In this inspectorate there are thirty-seven Boards of School Trustees.

Superior schools were opened during the year at Cassidy, Parksville, Stewart, and Vanderhoof. One was also opened at White Rock, in Surrey Municipality, but at Christmas it was closed and the pupils were conveyed by van to the high school of the municipality, located at Cloverdale. A new two-roomed high school was established at West Vancouver. Two upper rooms of the new eight-roomed school building at Abbotsford were used for high-school purposes and a new one-story wooden building was opened at the beginning of the year at Dennison, in Matsqui Municipality. A modern high-school building is in course of construction in Langley Municipality, adjacent to the newly paved highway between Murrayville and Langley Prairie. At the beginning of the calendar year the new North Vancouver High School was opened by the Honourable Dr. MacLean, Minister of Education, in the presence of the School Board, City Council, and ratepayers of North Vancouver and representatives of the School Boards of Vancouver City and adjoining municipalities. The building is well equipped. It contains, besides the ordinary class-rooms, a science laboratory and rooms for the teaching of manual training, home economics, and commercial subjects.

In the construction of school buildings erected in this inspectorate during the year School Boards have succeeded in obtaining good value for the money expended. Many trustees have devoted as much time to considering the plans submitted by architects and in visiting the buildings when under construction as they would have spent in supervising their personal property. These Boards of Trustees are deserving of unstinted praise for thus giving of their time freely and ungrudgingly, their chief reward being the consciousness of having provided for the pupils, whose interests they were appointed to guard, better opportunities and conditions for study than those which they themselves had in their youth.

It has been my duty to inspect the work of the teachers and pupils in what is known as the "Vancouver Junior High School." Schools that bear the foregoing name are supposed to contain only pupils of Grades VII. and VIII. of the public school and Grade IX. of the high school. According to my observation in several junior high schools outside the Province, this classification is seldom followed. It is not followed in Vancouver. In this junior high school, however, there is an earnest attempt being made to give the pupils a training somewhat different from that which they receive in the elementary or secondary schools. Instruction in class-room subjects is given for one-half day and instruction in manual arts is given during the other half. There are two teachers for academic subjects, two for home economics, and two for wood and metal work. There is no doubt that the junior high school is helping boys and girls who would be ill-fitted to make their way in the industrial world without further knowledge of the essential school subjects and a certain amount of vocational training. In each kind of training there is opportunity for individual as well as group instruction. The continued success of the junior high school will depend peculiarly upon the natural gifts and special training of the teachers who are appointed to this type of school.

In several of the larger high schools mental tests were given this year for the first time. In a number of them the results were illuminating when compared with the class standing of the same pupils. The tests usually correlated high with former written examinations. In one

or two schools tests were given, scored, and put away in a cupboard, and there the experiment ended, no attempt having been made to correlate the results with other measurements.

The Dalton plan was tried in two schools of my inspectorate. One of the teachers who was specially trained to carry on instruction in this method was eminently successful in its operation. At the meeting of the Provincial Teachers' Federation last Easter, Dr. John Adams stated that the Dalton plan was an outgrowth of the Montessori method in which the teacher "effaced" himself. In the Dalton plan the teacher may efface himself occasionally, but a great deal of thoughtful planning, individual help, oversight of pupils' work, and the checking of results are essential to the success of this method of instruction. In an article in "School and Society" for June 14th, Dr. Adams deals further with the Dalton plan, in which he sees increased opportunity for the pupils to educate one another. He points out that fewer formal recitations do not mean less but rather more work for the teacher.

Many of our secondary-school teachers are becoming intimately acquainted with the methods which have received during the past decade the endorsation of advanced educationists. Courses at the summer school in Victoria and the University summer sessions in Vancouver and elsewhere have helped towards this end. A large number of teachers are also reading extensively. Their interest has been stimulated by frequent meetings of their various associations where addresses have been delivered and educational topics discussed. The bulletins issued from time to time by the High School Teachers' Association of the Lower Mainland serve to sustain this interest. Bulletin No. 8, issued under date of May, 1924, will repay careful reading. Among other topics it deals with "Promotion, Retardation, and Acceleration"; "Student Government"; "Reports to Parents"; "Home-work"; "Physical Welfare." A sentence under the last-named topic is worthy of serious attention: "The aim of school athletics should be not to produce a few super-athletes, but a whole school of healthy boys and girls." Of late, physical training has been generally neglected in our schools. I have refrained from mentioning this subject in recent reports in the hope that teachers might eventually take greater interest in it, but this has been a "hope deferred." Six prizes for physical training are offered annually by the Local Committee of the Strathcona Trust to the high schools of the Province. Last year only two schools in the whole Province received prizes. This year in my inspectorate two prizes were awarded, as follows:—

First prize, Mr. P. N. Whitley, B.A., Kamloops High School.
Second prize, Miss C. N. Burridge, B.A., Oak Bay High School.

No school qualified for third prize. If teachers are genuinely interested in giving their pupils physical exercises they will find opportunity for doing so even where there is no gymnasium in the school. Outdoor exercises may be conducted for several months in the year, and when weather does not permit of this, beneficial exercises may be given in the class-room.

The Programme of Studies issued in June for the "High, Technical, and Normal Schools" indicates that a new Teachers' Manual in Drawing and Design has been prepared for use in Grade IX.; that there will be one text in history, "West's World Progress," for the three high-school grades, specified sections of this text to be covered in each year. The sections for study assigned to Junior Matriculation and Normal Entrance are the same. Teachers are requested to emphasize and develop the sections dealing with British Empire History. Wrong's History of England and of Canada are to be used for Supplementary Reading.

The assignment of Literature for Grade XI. shows that "MacBeth" has been substituted for "Henry V." and that *any five* of the poets treated in "Poems of the Romantic Revival" now form the basis of study in this text. A detailed course for the guidance of teachers of French has been outlined for the three grades on pages 21 to 37 of the Programme of Studies. To those teachers who do not wish to be confined exclusively to the text this course should prove suggestive and helpful. It contains: (1) Conversational Forms and Class-room Phrases; (2) a detailed outline of the Grammar for each grade; (3) a Vocabulary for Grades IX., X., and XI.; (4) forms of expression with which the pupil should be acquainted; (5) a selected list of text-books and Readers for each grade.

The members of the University and High School staffs appointed to outline this course spent much time and labour in its preparation. Prior to the Easter holidays the interim report of the committee was printed and forwarded to the teachers of French for criticism and suggestions. These were received and reviewed by the committee, whose revised report is incorporated in the Programme of Studies for the year 1924–25.

Once again the records of attendance show an increase in the number of pupils attending our secondary schools. The enrolment is now near the ten-thousand mark, the exact figures for the year being 9,889, not including students of high-school subjects in superior schools and in isolated public schools. The percentage of public-school pupils who go on to high school is steadily growing. That it will continue to increase there is no doubt in the minds of those who base their future estimates upon past figures. Many parents, too, are only now awakening to the belief that a good secondary education is an important factor in preparing their sons and daughters for the world's work.

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

HIGH SCHOOLS—INSPECTORATE No. 2.

VANCOUVER, B.C., August 30th, 1924.

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, 1924.

The inspectorate contained thirty-six high and eleven superior schools. containing 178 divisions and employing 203 teachers. I was able to make 224 visits of inspection, in the course of which I travelled approximately 18,000 miles.

Oyama, New Denver, and Robson were raised to the status of high schools early in the school-year, while Naramata was reduced from superior to public-school status. New superior schools were established at Oliver and Port Moody.

The excellent new buildings at Mission and North Burnaby were formally opened at the beginning of the school-year—the former on September 18th by the Honourable the Minister of Education and the latter by the Superintendent of Education on September 7th. Trail is justly proud of its new fire-proof school, built of concrete and tile at a cost of approximately $60,000. This building provides accommodation for technical as well as academic work. When I visited Trail in October, twenty-four had enrolled in the Boys' Technical classes there. The City of Grand Forks passed a by-law for a new high school, which will probably be ready for the opening of school in September.

I was exceedingly well pleased with the standing taken by most of the schools of my inspectorate in the Departmental Examinations. As the majority of the schools sent up candidates for the Junior Matriculation or Normal Entrance Examinations, the information contained in the following table may be of interest to the teachers and the general public:—

Subject.	No. of Candidates.	Average Mark.	No. of Failures.	Percentage of Failures.
English Composition	1,793	60.05	46	2.56
English Literature	1,804	60.68	56	3.10
General History	1,264	57.88	85	6.72
Algebra	1,793	63.37	166	9.25
Geometry	1,798	69,69	105	5.83
Chemistry	1,352	56.28	185	13.68
Physics	670	53.95	139	20.74
Botany	195	55.06	22	11.28
Agriculture	110	65.80	.....	.....
Latin Authors	933	54.88	137	14.68
Latin Grammar	933	61.44	101	10.82
Greek	14	61.71	1	7.14
French Translation	1,593	54.42	261	16.38
French Grammar	1,599	72.43	76	4.75
German Authors	22	59.09	3	13.63
German Grammar	23	61.95	3	13.04
Geography	531	54.04	43	8.09
British History	531	63.92	23	4.33

Of the candidates who presented themselves for the Junior Matriculation or Normal Entrance Examination, 82.84 per cent. came from public high schools; of the failures on the whole examination, only 64.06 per cent. were public high-schools pupils.

School Boards continue doing careful, effective work. In my judgment the most important phase in the work of trustees is the appointment of teachers. Almost all the Boards of my inspectorate are showing more care in appointments each year and seldom select teachers without wiring or writing for information regarding them. There are two or three Boards, however, who seem to accept a teacher's valuation of his own capabilities and appoint men who have proved failures in former positions.

While the majority of the teachers continue conscientious and efficient in the class-room, a serious indictment against the teachers of a number of smaller high schools is their failure to keep a complete record of the work of the pupils. Sometimes when a new teacher takes charge he cannot locate even last year's grading-list. Trustees should provide a record-book and see that it is properly kept.

Important changes which have been made in the High School Courses in History, French, and Physics are outlined clearly in the Course of Study for 1924–25. The Physics Course for Grade X. calls for twenty exercises from the Laboratory Manual to be performed by the pupils themselves. The course gives the list of apparatus needed for these experiments, together with the approximate cost. The Department pays one-half the cost. Next year it is proposed to ask Grade XI. pupils to do twenty additional exercises, and it will be necessary for teachers to send to the office a statement that the candidates for the Grade XI. Examination have performed the forty experiments laid down for the two years. It is thus very important that Grade X. pupils this year perform the twenty experiments prescribed.

During my visits of inspection standardized achievement tests were made use of to a limited extent rather with the idea of introducing the tests to the teachers than of judging the work of the school. As the available achievement tests for secondary schools and the norms given are almost all made out for United States schools, it is difficult to use them in measuring the standing of pupils in our high schools, which are organized along different lines and have a three-year course. There is no doubt that standardized tests have gained a hold in the educational world, but they are still in the experimental stage and are not a panacea for all ills as some of their admirers claim. Their advocates consider them valuable as diagnostic instruments, in that they reveal faults in teaching as well as difficulties in learning, and that they are also prognostic, since by means of them we may determine the fitness of pupils for certain types of work. They are also valuable in making a homogeneous grouping of pupils. Experts agree that it is a serious mistake to make any grouping on the results of a single test. For this purpose a battery of at least three tests should be given on different days. Of these, all three might be intelligence tests and at least two should be.

In the secondary field experts have not become united on objectives, but the present-day tendency is to submit tests to a more intelligent criticism by both the psychologist and the administrator, and to produce tests which will measure (1) separate faculties such as judgment, adaptability, visual ability, (2) reasoning rather than memory, and (3) the choice and evaluation of situations and materials. Even when the best tests are properly administered the consensus of opinion is that teachers' judgments cannot be overlooked. Many experts claim that three-fifths of rating should be given to intelligence scores and two-fifths to teachers' judgments, while some claim the teacher's valuation should be given one-half when we are sure that the teacher values carefully.

Last year the King Edward High School, Vancouver, was used as a training-school for the student-teachers of the Provincial University. There were about fifty-five of these teachers-in-training. Each one was expected to spend five periods a week in this school either teaching or observing, and was supposed to teach from sixteen to twenty lessons during the term, which extended over the months of January, February, and March. Practically all the teachers of the school assisted in the work and performed the extra duties in a most kindly, thorough, and conscientious manner. In my opinion the plan interfered somewhat with the progress of the pupils, but resulted in marked improvement in the methods of several teachers and proved of great value to the pupil-teachers.

I have, etc.,

J. B. DELONG,

Inspector of High Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., September 27th, 1924.

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

SIR,—I beg to submit the following report on the public elementary schools in Inspectorate No. 1 for the school-year ended June 30th, 1924:—

No change was made in the boundaries of the inspectorate for the year, which comprised the elementary schools of the City of Victoria and those on the islands of Galiano, Mayne, Pender, Saltspring, and Saturna.

The territory served by the Isabella Point Assisted School was defined in the spring of 1924 and an assessment was authorized for the ensuing year. The school-house had fallen into a state of disrepair owing to the difficulty of raising sufficient funds by subscription; money will now be forthcoming and the much-needed repairs to the building will be attended to.

With but few exceptions, two visits of inspection were made to each class-room. Formal reports of these visits were made at the time. A total of 241 inspections was made during the year. Two teachers were employed at the Ganges Harbour School throughout the year and two for the second term of the year at the Pender Island School. The schools at Cranberry Marsh and Retreat Cove were closed throughout the year.

In my last report I deplored the absence of facilities for the children of the Islands, who had been given high-school standing, to continue their studies. This deficiency has been corrected, to some extent, by the introduction of Ninth Grade work into the Ganges Harbour School; the four pupils of the grade went up for examination at the end of the year and were all successful.

Although physical conditions in and around most of the Island schools show little or no improvement, the work of the class-rooms shows marked improvement; this is reflected in the results of the Entrance tests, for while in previous years no greater number than four or five would pass these tests in any one year, in 1923 seventeen were successful and in June last fifteen succeeded. What might be termed a normal pass-list has not yet been attained, however, for the fifteen who succeeded this year make but 41.7 per cent. of the number of pupils recorded in the Entrance classes for the year, and only 5.8 per cent. of the enrolment of the schools. It appears, then, that the present pass-list is about 50 per cent. of the normal. Satisfaction must be expressed for the improvement shown, and hope expressed that the improvement will be of continuous growth.

The Victoria teaching staff has been greatly strengthened within the past two years by appointing and retaining only such teachers as show marked aptitude for the work; a greater degree of efficiency has naturally followed in most of the class-rooms. Very little sickness was recorded on the part of the pupils, and, taken in all, the year just closed may be considered as having given satisfactory results. The total enrolment was 5,207, with an average attendance of 4,476.97, or 85.98 per cent. of the enrolment.

At the examination for entrance to high school, 176 candidates were promoted upon the recommendations of the principals and 204 took the examination tests. Of this latter number, 178, or 87 per cent., were successful. While the principals had the right to exempt 60 per cent. of the recommended pupils, or a total of 228, they contented themselves with exempting less than 50 per cent. of those who attained high-school standing. The following analysis leads to the conclusion that the principals are very careful in their recommendations:—

Total number of pupils in the schools 5,207
Total number of pupils in Entrance classes 543
Entrance pupils, 10.4 per cent. of enrolment.

(The Entrance classes thus contained a normal number of pupils for an eight-year course.)

Total number of pupils in Entrance classes 543
Total number of pupils attaining high-school standing 354
Pupils granted high-school standing, 65.2 per cent. of Entrance pupils and 6.8 per cent. of school enrolment.

In the matter of promotion the teacher should at all times consider the pupil of greater importance than the class, and the pupils who show marked intelligence should be given opportunity to prove their worth in a higher grade. If each class were divided into two sections,

the one containing bright pupils could be carried forward as rapidly as its members could proceed, and could thus cover more than the prescribed course for the year without affecting the weaker section. Such a division of the class would act as an incentive to the members of both sections, for the individuals of the one section would endeavour to maintain the ascendancy, while the members of the other would work for entrance to the better section.

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

Miss Hannah Fracy, Divide School, Saltspring Island.
Miss Muriel Knott, 9th Division, Sir James Douglas School, Victoria.
Miss Ada Keast, 4th Division, Girls' Central School, Victoria.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 2.

VICTORIA, B.C., August 30th, 1924.

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, 1924:—

For the year just closed there has been no change in the extent of territory covered, while the number of schools and teachers has remained practically the same, with the single exception of the rural school at Shawnigan Lake, where an additional teacher was installed last May.

During the last week in June an examination of candidates for entrance to high school was held at sixteen centres throughout the inspectorate for the convenience of parents and pupils. Twenty-five candidates only were promoted on the recommendation of principals, and these from one school; 430 wrote for examination at the different centres, and of these 282 were successful. there were, therefore, 307 pupils granted entrance certificates to high school, being a little over two-thirds of the total number of candidates.

At the recent examination, James A. Miller, a boy of 12 years of age, from the 2nd Division of the Willows School, Oak Bay Municipality, won the Governor-General's medal for District No. 1, which comprises Victoria, Esquimalt, Oak Bay, and Saanich. He obtained 450 marks out of a possible 500 and had the honour of leading the Province.

Of the number of successful candidates, fifty-one of them come from sixteen rural and assisted schools in the unorganized portion of the inspectorate; 103 from the Municipality of Saanich; eighty-two from Oak Bay; twenty-one from Esquimalt; four from North Cowichan; fifteen from the Duncan Consolidated area; and thirty-one from the City of Ladysmith. In this analysis and enumeration the most gratifying feature, at least to me, is the increasing numbers from year to year that come from the rural and assisted schools, but correspondingly depressing is the regrettable fact of the apparently increasing apathy displayed by some rural school trustees in making adequate, or even any, provision for the secondary education of the children of their respective districts. As pointed out in last year's report, the rural school at Sooke is a notable exception. In that district school trustees, ratepayers, and the parents of the children all co-operated in the solution of the problem, and as a result a number of pupils has successfully completed two years of high-school training and instruction. Now the district of Sooke does not even enjoy the financial advantage of being in the E. & N. Railway Belt, which, probably, accounts for its educational enterprise and outlook.

In comparatively well-populated and adjoining districts where consolidation of the elementary schools is considered too expensive, advantage might well be taken of the provision made in the "Public Schools Act" to form high-school areas. Acting under this provision, if a limited number of districts united, the cost of secondary education for Grades IX. and X. would be comparatively light when spread over a considerable area. Children of high-school age could well travel from 3 to 5 miles to school without much cost or inconvenience for conveyance, and by so doing develop a keener sense of appreciation of their privileges by the difficulties overcome and the self-sacrifice and self-denial practised in obtaining their education.

School trustees and ratepayers generally are slow to realize the truth that, as each successive generation passes and as social acquirements increase, the time devoted to the education of youth must correspondingly lengthen and increase in order to assimilate the knowledge already gained by adults. In other words, the children of the present generation have more to learn and master than their parents had, and as a consequence require more time to do it—hence the necessity for secondary education for every child capable of profiting by it.

There is still a number of Boards of School Trustees which consider it a usurpation of their special prerogatives to receive or seek any advice in selecting teachers, and as a consequence men, who have been times without number rejected, and, when they have obtained a position, dismissed from their schools for incompetency at the earliest possible opportunity the law allows, are able to secure positions with comparative ease because the trustees will not take the trouble, or deem it beneath their dignity to do so, to consult the officials of the Department of Education. This might be overlooked during times when teachers are scarce, but at the present time, when the supply exceeds the demand and when a Bureau of Information conducted by the Department is at the service of School Boards, there is little or no excuse for the employment of teachers notorious for their incompetency.

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

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 3.

NANAIMO, B.C., September 13th, 1924.

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, 1924:—

This inspectorate, which has remained unchanged for the last three years, comprises five city schools with fifty-nine teachers and sixty-nine rural and assisted schools with 118 teachers. Maple Grove School on Lasqueti Island was the only new school opened during the year, while Hyde Creek remained closed. New divisions were opened at Port Alberni, Alberni, Courtenay, Northfield, Royston, Cassidy, Parksville, and Nanaimo.

Three hundred and twenty-six pupils presented themselves for the Entrance Examinations at twelve centres in June. Of these, twenty-one were pupils from private schools, leaving 305 from the public schools of the inspectorate. Of these, 166, or 54 per cent. were successful. Besides these, sixty-eight were promoted on recommendation, making 234 pupils in the inspectorate ready for high school. The Governor-General's medal for the district was won by Miss Nan Rowbottom, of Nanaimo, with 417 marks out of a possible 500.

Conventions were held in November at Cumberland and Nanaimo, which were attended by practically every teacher in each district. These conventions are found to be of inestimable value and the thanks of both districts are due to the University staff, Normal Instructors, and Inspectors, who, by their instructional and inspirational lectures, have done so much toward making the conventions successful.

Superior schools were opened and in operation for the full year at Cassidy and Parksville and it is likely that next term one will be opened at Union Bay. These schools are a great boon to rural communities.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 4.

VANCOUVER, B.C., September 16th, 1924.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 4 for the school-year ended June 30th, 1924:—

Inspectorate No. 4 comprises nine assisted schools along the Coast, extending from Roberts Creek, East, to St. Vincent Bay; Howe Sound graded school 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	1	3
Vancouver city schools	14	204
Totals	23	215

One visit of inspection was made to each division in the city schools, whilst two visits of inspection were made to each rural and assisted school, with one exception. In addition to the regular visits of inspection, several special visits were made in connection with various questions of organization and school administration.

During the past school-year there has been no advancement in providing suitable accommodation. There was very little increase in the school population of this inspectorate. This was rather fortunate, as the antagonistic attitude of the ratepayers toward the money by-laws to provide permanent accommodation left the Vancouver School Board without the means of carrying out the proposed building programme. However, by continuing to use temporary rooms in basements, attics, and assembly-halls, and by increasing the number of pupils assigned to many existing class-rooms, it was possible to give all pupils education without resorting to part-time instruction. When school reopens in September there will be a considerable increase in the school population, but by adopting the platoon system in some schools and increasing the size of classes all the pupils presenting themselves for enrolment will be accommodated.

At the beginning of the school-year under review the plan of classifying pupils into Junior, Intermediate, and Senior Grades was abolished, and the eight-grade system, which is the one generally followed in the other Provinces of Canada and in the United States, was adopted in British Columbia. When the new grading system was authorized by your Department, carefully considered suggestions were sent out to the teachers regarding promotions. The object of these instructions was to prevent as far as possible any retardation of pupils or overlapping of instruction in changing from a seven-year course to an eight-year course in the elementary schools. A strict adherence to these instructions by principals when making promotions, modified in individual cases by good judgment for the welfare of special pupil cases, should have resulted in a classification where the amount of retardation during the year of inception would be at a minimum. It was also a matter of interest to find out if the new grading system would lead to a reduction in the number of pupils who for various causes were repeating a year, or one or more terms, during their course of instruction in the elementary schools. This information, which throws considerable light on existing conditions, and which if followed up will not only be interesting, but also of great value to principals and supervisors in grading their schools, was secured by having age-grade tables compiled for all the schools. The information thus obtained can hardly be regarded as revealing a satisfactory condition, and the following tabulation presents in a general way information that is deserving of much thought and careful analysis on the part of our principals:—

TABULATION OF SCHOOLS, TEACHERS, ETC.

School.	No. of Teachers.	Enrolment.	Under Age.	Normal Age.	Over Age.
Aberdeen	11	447	18.90	21.30	59.30
Bayview	10	398	28.00	29.00	43.00
Beaconsfield	12	443	20.30	29.12	50.50
Block 70	3	99	11.11	39.39	49.49
Dawson	28	968	26.13	24.17	49.69
Charles Dickens	12	481	25.80	31.80	42.40
Simon Fraser	15	570	22.10	22.29	55.60
Grenfell	5	69	4.30	24.60	71.01
Hastings	19	745	25.37	25.75	48.88
Kitsilano	13	484	26.70	27.50	45.80
Livingstone	11	430	20.50	27.50	52.00
Mount Pleasant	19	662	15.10	21.45	63.44
Strathcona	29	1,015	11.60	21.50	66.80
Assisted Schools	8	144	18.62	22.18	59.20

A high percentage of over-age group at Grenfell or Children's Home School is natural, as many of those children did not have an opportunity to attend school until they entered the institution; while the retardation at Strathcona School is to a considerable degree accounted for by a large foreign element, less than 12 per cent. of the pupils attending this school being of Anglo-Saxon extraction.

The results of the High School Entrance Examination held in June cannot be regarded as satisfactory in this inspectorate. The number of pupils recommended left no ground for complaint, but the small percentage of successful pupils in the lower 40 per cent. of those recommended by the principals as having attained a degree of efficiency that would justify them to proceed with high-school work was very disappointing, to say the least. It is true some schools did well, and the results of the examination reflect creditably on the judgment of the principals. In some of the schools, however, less than 25 per cent. of the pupils writing were successful; in at least three cases the results were very poor.

On the whole, the great majority of the teachers render faithful and satisfactory service. The results in arithmetic, composition, and nature-study are generally unsatisfactory; spelling and writing are generally taught effectively, and the standing in these subjects may be regarded highly satisfactory. Measured by standard tests, tabulated results show that in these subjects our pupils are from 10 to 15 per cent. above standards generally adopted as satisfactory. Silent reading is receiving considerable attention, but many teachers who are devoting much time and attention to this phase of school-work have but a hazy conception of the underlying principles of this feature of class-room procedure. Few are attacking it in such a manner that they can determine, at the end of the term or at any time during the term, to what degree their efforts have been productive of efficient results. In only a few rooms did I find teachers who knew how to measure the ability of their classes in standard terms for rate or comprehension. This subject requires more organization and supervision on the part of principals. In many schools I found an earnest effort being made to secure more proficiency in the fundamentals of arithmetic; tests were conducted daily, and the pupils were interested and striving to become more expert in both speed and accuracy; but neither teacher nor pupils could tell with any degree of accuracy how much improvement had been made during the term. In only one large school did I find a principal who could supply such information. Under the revised course literature is taught with better results. The children are acquiring an appreciation of good literature and reading more extensively; but there is a tendency to neglect memorization of the gems of literature by far too large a number of the pupils in many classes. Since history has been removed from the list of subjects on which pupils are required to write on the Departmental Examination some teachers are allowing their pupils to neglect this subject; in other rooms, under alert and energetic teachers, neither interest nor thoroughness has abated.

In dealing with these newer phases of school-work, principals have a splendid opportunity to develop projects, with a class composed of every member of their staff. It cannot be expected that all teachers will be familiar with O'Brien, Wheat, Stone, and Huey in "Silent Reading"; with Stevenson, McMurray, and Branom regarding "The Project Method"; nor with the sug-

gestions of Earhart and Whitney relating to "The Socialized Recitation"; but both principal and teachers might reasonably be expected to study together "Types of Elementary Teaching and Learning," by Parker (Ginn & Co.), and every principal should be well posted in W. H. Burton's "Supervision and the Improvement of Teaching." Then and not before will the evangelizing influences of special courses and the summer schools bear full fruition.

It is pleasing to note the interest displayed by Child Welfare, Parent-Teacher, and other organizations in matters educational, and the devotion of a great majority of the teachers to their work.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 5.

VANCOUVER, B.C., September 17th, 1924.

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, 1924:—

Inspectorate No. 5 comprises the schools in the Rural Municipalities of Maple Ridge, Matsqui, Mission (with the 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.

Of the 210 divisions comprising this inspectorate, eighty are in rural schools 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.

During the past school-year Dewdney District withdrew from consolidation with the Mission Municipal School District and the original rural school district was restored. A very fine modern three-room building has been erected at Dewdney, and, beginning with the reopening of schools in September, the school population of Dewdney will be served by a three-room superior school in which the first two years' work of the high school will be carried on as well as the work of the elementary school.

Detailed reports on the work observed in each class-room have been forwarded periodically to the Superintendent of Education. In regard to general observations on class-room procedure, particularly in regard to the newer movements in education and as to how far these newer ideas are penetrating and influencing education in this inspectorate, I could but repeat what has already been stated in a previous report. Suffice it to say that among an ever-increasing number of our more progressive teachers a new attitude is being observed and the "new education" is being given full recognition.

The Revised Course of Study should prove of very great value to teachers anxious to adopt the most modern methods of class-room procedure. The various bibliographies of books and periodicals dealing with method and technique as well as with subject-matter will point teachers to the best sources for information and guidance in adopting the best and most effective types of teaching.

As an illustration of the spirit of progress in education that is moving our teachers, and incidentally as an indication of the spirit in which the new course of Study is being received, I may state that already a study class with over 300 members has been formed in Vancouver for the purpose of mastering the technique in teaching silent reading. And, indeed, I cannot well conceive of any subject requiring greater or more immediate attention from our teachers than the subject of silent reading. Among the various standard tests given in the schools during the past year, I always invariably gave tests in speed and comprehension in silent reading from Grade II. to Grade VIII. While the median scores made by Second and Third Grade classes was usually above the standard median for these grades respectively, a decided falling-off in both speed and comprehension was noted from the Fourth Grade on. The most amazing fact

observed, however, in Grades IV. to VIII. was the extremely wide range in the scores made by pupils in the same class. In class after class pupils would range in their rate scores from 70 to over 900 words per minute. The tragedy of the whole matter was that, with exceedingly few exceptions, nothing was being done in the ordinary routine of class-room teaching to increase the rate and comprehension in silent reading of these low-score pupils—pupils, say, in Grades V. to VI. who read less than 100 words per minute. The whole situation is probably best and most pointedly illustrated by an illustration used by Dr. Buckingham in an article on "Standards in Education" appearing in a recent issue of the "Journal of Educational Research": "A small boy came home from school with a bad report-card. It was evident that he was at the bottom of his class. The father was much concerned and he undertook to labour with the boy, trying among other things to inspire him with an ambition to stand at the head of his class. The futility of the procedure became apparent, however, when the boy summed up the situation by saying: 'What's the use, dad? They teach the same thing at both ends of the class.'"

An Educational Survey Commission, comprising several of the most prominent educationists of the Dominion, is at present engaged in the work of making a survey of the educational system of this Province. To carry on, therefore, in this present annual report any dissertation upon any or all of the many educational problems which affect, directly or indirectly, the work of elementary-school inspection—such questions as the need for more frequent inspection, or rather supervision, the question of higher standards and more thorough training for teachers, or the question of "Entrance Examinations to High School"—would seem to be peculiarly out of place and out of season at this time. In a future report such topics may again become the theme for some dissertation, provided that the Educational Commission already referred to may in their judgment see fit to recommend that these ancient and time-honoured annual reports have a place in a modern educational system.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 6.

Vancouver, B.C., September 15th, 1924.

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, 1924:—

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, nine schools in and near Powell River, and the Provincial School for the Deaf and the Blind.

During the school-year Mitchell Bay and Olsen Lake Schools were closed. Nine additional divisions were opened in Point Grey and there was an increase of one in the number of Vancouver divisions assigned to this inspectorate. At the close of the year there were twenty-four schools with 230 divisions. Each of these was inspected at least once, and in all 267 inspections were made.

The growth of the enrolment in Point Grey continues and seems likely to continue for a long time. The ratepayers and School Board are to be commended for the manner in which they meet the increasing demand for school accommodation. During the year work was commenced on two public schools of steel and concrete construction. In Vancouver the conditions contrast strikingly; here the action of the ratepayers in voting down school by-laws has forced upon the School Board a further use of makeshift class-rooms.

The use of standard tests as an aid to inspection was increased. More than a dozen different tests were used, covering part of the work in arithmetic, spelling, writing, and silent reading. These tests proved to be of little help in evaluating the work of the individual teacher; in rural schools the teachers change so often and in graded schools the pupils change teachers so often that the standing of the class depends greatly upon the condition it was in when it was received.

But as a basis for advice to teachers who were faced with the regrading of rural schools some of these tests, used cautiously and merely as an aid to the teachers' judgment, were found to be very convenient.

The methods of teaching continue to improve. With a few exceptions, attempts at socialized recitations, project-work, and the teaching of silent reading were rather crude, but will doubtless improve as the aim and technique come to be better understood. At the close of the school-year Point Grey appointed a supervisor of primary work; this appointment will no doubt greatly raise the standard of teaching in the lower grades. The work at the School for the Deaf and the Blind continues to be very good.

The following were the winners of the Strathcona Trust prizes for excellence in physical training:—

Miss Anna L. Bigney, 6th Division, Lord Roberts School, Vancouver.
Miss Edith L. Chapman, 15th Division, Lord Nelson School, Vancouver.
Miss Elizabeth M. Bell, 2nd Division, Vananda Superior School.

I have, etc.,
LESLIE J. BRUCE,
Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 7.

VANCOUVER, B.C., September 4th, 1924.

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 1923–24:—

This inspectorate comprises all the elementary schools in the Municipalities of Delta, Kent, Richmond, and South Vancouver; and the rural and assisted schools in the vicinity of Hope. There were forty-two schools in operation during the year, with a staff of 245 teachers; these were divided as follows:—

	Schools.	Teachers.
Delta	12	18
Kent	2	5
Richmond	7	25
South Vancouver	16	191
Rural and assisted schools	5	6
Totals	42	245

During the year all schools received one inspection. Owing to the size of this inspectorate it was impossible to visit any of the class-rooms a second time.

The High School Entrance Examination was held in June at seventeen different centres in this inspectorate. Two hundred and sixty-two candidates wrote on the examination. Of these, 125 were successful in obtaining Entrance standing. In addition, 301 pupils were granted promotion to high school on the recommendation of the principals. These results are scarcely equal to those of previous years. Owing to the fact that there were a number of epidemics during the year the work was greatly retarded. An epidemic of diphtheria depleted the attendance in a number of schools in South Vancouver for many weeks and this militated against efficient work.

According to the provisions of the Strathcona Trust, three prizes were allotted to this inspectorate. These were awarded to:—

Miss E. Livingstone, 11th Division, Tecumseh School, South Vancouver.
Miss G. W. Killip, 5th Division, Gordon School, South Vancouver.
Miss J. C. McDiarmid, Inverholme School, Delta.

During the second school term a record of the ages of all pupils as at February 1st in the various grades was obtained in the different municipalities. The summaries of the age-grade tables for these municipalities are as follows:—

Delta Municipality.

	Gr. I.		Gr. II.		Gr. III.		Gr. IV.		Gr. V.		Gr. VI.		Gr. VII.		Gr. VIII.		Total.
	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	
Total Number of pupils	45	37	26	41	35	30	21	52	6	55	....	57	....	51	....	48	504
Under-age pupils	....	5	3	3	7	5	3	11	1	8	....	26	....	12	....	9	93
Normal-age pupils	29	12	8	15	9	2	7	14	2	15	....	8	....	13	....	10	144
Over-age pupils	16	20	15	23	19	23	11	27	3	32	....	23	....	26	....	29	267

Under-age pupils, 18 per cent.; normal-age pupils, 29 per cent.; over-age pupils, 53 per cent.

Kent Municipality (Agassiz School).

Total Number of pupils	10	9	11	10	8	8	....	8	7	12	....	17	....	21	....	21	142
Under-age pupils	....	....	....	....	....	....	....	1	2	2	....	5	....	5	....	8	23
Normal-age pupils	4	4	1	1	....	2	....	....	4	2	....	4	....	3	....	2	27
Over-age pupils	6	5	10	9	8	6	....	7	1	8	....	8	....	13	....	11	92

Under-age pupils, 16 per cent.; normal-age pupils, 19 per cent.; over-age pupils, 65 per cent.

Richmond Municipality (Many Japanese Pupils in this Municipality).

Total Number of pupils	101	82	84	87	72	86	26	63	47	8	31	47	24	46	3	51	858
Under-age pupils	....	8	9	13	5	5	3	6	10	....	10	9	3	17	....	13	111
Normal-age pupils	37	17	15	7	11	6	5	6	6	1	5	10	4	2	1	11	144
Over-age pupils	64	57	60	67	56	75	18	51	31	7	16	28	17	27	2	27	603

Under-age pupils, 13 per cent.; normal-age pupils, 17 per cent.; over-age pupils, 70 per cent.

South Vancouver Municipality.

Total Number of pupils	355	476	381	499	502	505	287	491	434	346	320	627	323	537	90	629	6,802
Under-age pupils	.....	104	46	102	64	104	58	174	185	128	163	275	155	183	35	224	2,000
Normal-age pupils	232	224	169	179	160	151	83	96	91	60	58	95	48	86	12	102	1,846
Over-age pupils	123	148	166	218	278	250	146	221	158	158	99	257	120	268	43	303	2,956

Under-age pupils, 30 per cent.; normal-age pupils, 27 per cent.; over-age pupils, 43 per cent.

It would appear that in a number of schools there is a large percentage of over-age pupils. The reduction in the number of these over-age pupils is a question that should receive more careful attention on the part of principals. There will always be over-age pupils in every school, but the number of such pupils should be reduced to a minimum.

I have, etc.,

F. G. Calvert,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 8.

VANCOUVER, B.C., August 14th, 1924.

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, 1924.

The territory included within the inspectorate remained unchanged from last year, but the number of teachers employed increased from 205 to 218. The distribution of teachers among the various types of schools was as follows:—

	Schools.	Teachers.
City municipalities	5	47
Rural municipalities	28	122
Rural schools	40	49
Totals	73	218

During the fall term, in accordance with your instructions, my duties were confined to the Vancouver Normal School. As a result of the courtesy shown by Principal Robinson and the members of the staff, together with the fine school spirit which existed among the students, this work proved to be most pleasant. In addition, it has given valuable experience in problems confronting those who are responsible for the training of our teachers. Unfortunately, however, the work of inspection had to be confined to the second term, with the result that ninety-eight teachers did not receive a visit during the year. That this is considered a real hardship is evidenced by the number of letters received from those whose schools I was unable to reach.

Age-grade distribution statistics were secured from all municipal schools and from twenty-two rural schools and recapitulations of these are included in this report. In compiling these forms it is assumed that children enter school at 6 years of age (which is interpreted to mean any age under 6 years and 6 months), and that if they fail to be promoted thereafter or if they enter over 6 years they are "over age." Similarly, if they "skip" one or more promotion periods they are considered "under age." The particular distribution table used is of a very definite type, in that it makes provision for the usual semi-annual promotions by being spaced for the two sections of each grade and for ages by half-years. The result furnishes an exact statement of the conditions which exist. Aside from certain relatively minor matters, however, the value of such a statement lies wholly in its indication of the existence of an evil; it does not diagnose that evil and it does not prescribe a remedy. To discover a remedy and, it is scarcely necessary to add, to conduct a school in accordance with scientific methods it is imperative that a permanent, cumulative record be kept of every child who enters our schools, and that, in addition, every principal prepare annually for his school an age-progress table and a promotion table. The former is much more illuminating than an age-grade distribution, but under existing pupil-record conditions its preparation is impossible in more than an occasional school.

The tables appended herewith show the age-grade conditions in (1) the city schools, (2) the district municipality schools, and (3) the rural schools of the inspectorate. The percentage of over-age pupils for each type of district is, respectively, 49.2 per cent., 51.2 per cent., and 61.7 per cent.

Table 1.—City Municipality Elementary Schools.

Age.	From.	Gr. I.		Gr. II.		Gr. III.		Gr. IV.		Gr. V.		Gr. VI.		Gr. VII.		Gr. VIII.		Total.
		1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	
6	6 to 6.6....	60	19	1	....	....	....	....	....	....	....	....	....	....	....	....	....	80
6½	6.6 to 7....	21	40	5	2	....	....	....	....	....	....	....	....	....	....	....	....	68
7	7 to 7.6....	12	24	24	24	....	1	....	....	....	....	....	....	....	....	....	....	85
7½	7.6 to 8....	10	13	26	46	12	2	....	....	....	....	....	....	....	....	....	....	109
8	8 to 8.6....	....	7	15	23	35	10	3	3	1	....	....	....	....	....	....	....	97
8½	8.6 to 9....	2	3	6	15	18	25	11	10	3	....	....	....	....	....	....	....	93
9	9 to 9.6....	1	2	4	6	15	24	9	19	11	....	....	1	....	....	....	....	92
9½	9.6 to 10..	....	....	....	5	6	15	10	16	27	11	1	....	....	....	....	....	91
10	10 to 10.6	....	1	1	1	3	6	8	28	17	18	8	4	....	....	....	....	95
10½	10.6 to 11	....	....	....	3	4	6	4	10	21	25	12	13	5	1	1	....	105
11	11 to 11.6	....	....	....	1	3	1	4	1	6	24	10	25	4	3	....	....	82
11½	11.6 to 12	....	....	....	....	2	2	4	6	9	16	6	29	8	15	2	....	99
12	12 to 12.6	....	....	....	....	1	1	1	3	6	10	3	22	3	21	4	15	90
12½	12.6 to 13	....	1	....	....	....	....	....	2	4	11	5	15	2	20	4	21	85
13	13 to 13.6	....	....	....	....	1	....	1	2	3	5	1	14	3	19	2	19	70
13½	13.6 to 14	....	....	....	....	....	....	....	....	2	5	2	4	1	13	6	30	63
14	14 to 14.6	....	....	....	....	....	....	1	1	4	....	....	3	1	11	6	20	47
14½	14.6 to 15	....	....	....	....	....	....	....	1	....	....	1	2	1	9	1	13	28
15	15 to 15.6	....	....	....	....	....	....	....	....	....	1	....	....	....	1	2	8	12
15½	15.6 to 16	....	....	....	....	....	....	....	....	....	....	....	....	....	2	2	6	10
16	16 and over	....	....	....	....	....	1	....	....	....	....	....	....	....	3	....	13	17
	Totals	106	110	82	126	100	94	56	102	114	126	49	132	28	118	30	145	1,518
	Under	....	19	6	26	12	13	14	32	42	29	21	43	17	40	11	55	380
	Normal	60	40	24	46	35	25	9	16	17	25	10	29	3	20	2	30	391
	Over	46	51	52	54	53	56	33	54	55	72	18	60	8	58	17	60	747

Under age, 25 per cent.; normal age, 25.8 per cent.; over age, 49.2 per cent.

Table 2.—District Municipality Elementary Schools.

6	6 to 6.6....	201	68	5	....	....	....	....	....	....	....	....	....	....	....	....	....	274
6½	6.6 to 7....	49	109	34	10	....	....	....	....	....	....	....	....	....	....	....	....	202
7	7 to 7.6....	25	69	104	53	9	6	....	....	....	....	....	....	....	....	....	....	266
7½	7.6 to 8....	6	41	70	93	23	8	1	....	....	....	....	....	....	....	....	....	242
8	8 to 8.6....	4	12	27	67	82	47	2	8	....	....	....	....	....	....	....	....	249
8½	8.6 to 9....	1	10	23	42	75	82	6	17	3	4	....	....	....	....	....	....	263
9	9 to 9.6....	1	4	10	29	71	80	33	52	17	10	2	2	....	....	....	....	311
9½	9.6 to 10..	....	2	2	10	20	58	57	61	38	37	2	2	....	1	....	....	290
10	10 to 10.6	1	1	2	1	21	29	31	63	26	55	17	13	....	1	....	1	262
10½	10.6 to 11	1	....	1	3	7	19	19	46	15	51	21	33	9	10	....	1	236
11	11 to 11.6	....	....	2	1	3	22	16	17	22	56	26	53	4	18	....	1	241
11½	11.6 to 12	....	....	....	1	2	7	10	13	14	29	11	54	7	56	2	12	218
12	12 to 12.6	....	....	2	....	3	2	3	12	5	27	17	56	7	77	7	21	239
12½	12.6 to 13	....	....	....	....	....	3	3	5	2	16	3	33	5	78	6	29	183
13	13 to 13.6	....	....	1	....	1	2	6	5	3	11	5	17	8	73	4	50	186
13½	13.6 to 14	....	....	....	....	....	1	1	2	7	8	2	22	11	38	7	66	165
14	14 to 14.6	....	....	....	....	....	....	2	....	1	4	3	11	1	35	5	55	117
14½	14.6 to 15	....	....	....	....	....	....	1	....	....	1	....	8	5	20	3	44	82
15	15 to 15.6	....	....	....	....	....	....	1	....	....	....	....	3	2	11	1	24	42
15½	15.6 to 16	....	....	....	....	....	....	1	....	....	....	....	1	1	3	....	16	22
16	16 and over	....	....	....	....	....	....	....	....	....	1	....	....	....	....	....	8	9
	Totals	289	316	283	310	317	366	193	301	153	310	109	308	60	421	35	328	4,099
	Under	....	68	39	63	32	61	9	77	58	106	42	103	20	163	15	65	921
	Normal	201	109	104	93	82	82	33	61	26	51	26	54	7	78	4	66	1,077
	Over	88	139	140	154	203	223	151	163	69	153	41	151	33	180	16	197	2,101

Under age, 22.5 per cent.; normal age, 26.3 per cent.; over age, 51.2 per cent.

Table 3.—Rural Elementary Schools.

Age.	From.	Gr. I.		Gr. II.		Gr. III.		Gr. IV.		Gr. V.		Gr. VI.		Gr. VII.		Gr. VIII.		Total.
		1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	1st Term.	2nd Term.	
6	6 to 6.6....	18	9	....	1	....	....	....	....	....	....	....	....	....	....	....	....	28
6½	6.6 to 7....	11	16	3	1	....	....	....	....	....	....	....	....	....	....	....	....	31
7	7 to 7.6....	4	13	6	4	3	....	....	....	....	....	....	....	....	....	....	....	30
7½	7.6 to 8....	1	5	6	10	3	2	....	....	....	....	....	....	....	....	....	....	27
8	8 to 8.6....	3	1	4	10	5	2	....	2	....	....	....	....	....	....	....	....	27
8½	8.6 to 9....	....	2	1	10	7	10	....	3	....	....	....	....	....	....	....	....	33
9	9 to 9.6....	....	5	1	8	7	15	1	14	....	....	....	....	....	....	....	....	51
9½	9.6 to 10..	....	....	1	....	2	7	....	6	2	5	....	....	....	....	....	....	23
10	10 to 10.6	2	2	2	2	1	3	1	14	1	4	....	2	....	....	....	....	34
10½	10.6 to 11	....	....	1	2	2	2	....	7	....	7	....	1	....	1	....	....	23
11	11 to 11.6	1	1	....	....	....	2	....	3	....	11	....	3	1	....	....	1	23
11½	11.6 to 12	....	....	....	....	1	....	....	2	3	8	....	3	1	5	....	....	23
12	12 to 12.6	....	....	1	1	....	1	1	3	1	4	....	....	1	5	....	....	18
12½	12.6 to 13	....	....	....	....	....	....	....	3	....	7	....	4	....	9	....	2	25
13	13 to 13.6	1	....	....	....	....	1	....	1	....	2	....	....	....	6	....	8	19
13½	13.6 to 14	....	....	....	....	....	1	....	1	....	2	....	2	....	11	....	5	22
14	14 to 14.6	....	1	1	1	....	....	....	....	....	1	....	....	....	5	....	12	21
14½	14.6 to 15	....	....	....	....	....	....	....	....	....	1	....	....	....	2	....	4	7
15	15 to 15.6	....	....	....	....	....	....	....	....	....	....	....	....	....	4	....	5	9
15½	15.6 to 16	....	....	....	....	....	....	....	....	....	1	....	1	....	....	....	2	4
16	16 and over	....	....	....	....	....	....	....	....	....	....	....	....	....	2	....	6	8
	Totals	41	55	27	50	31	46	3	59	7	53	....	16	3	50	....	45	486
	Under	....	9	3	6	6	4	....	19	2	9	....	6	2	11	....	11	88
	Normal	18	16	6	10	5	10	1	6	1	7	....	3	1	9	....	5	98
	Over	23	30	18	34	20	32	2	34	4	37	....	7	....	30	....	29	300

Under age, 18.1 per cent.; normal age, 20.2 per cent.; over age, 61.7 per cent.

Condensed figures for each municipality are as follows:—

	Per Cent. who are		
	Under Age.	Normal Age.	Over Age.
Cities—			
North Vancouver	26.4	26.5	47.1
Port Moody	16.2	20.7	63.1
Districts—			
Burnaby	24.0	26.2	49.8
North Vancouver	20.3	23.4	56.3
West Vancouver	17.8	31.7	50.5

That the proportion of pupils who are over-age is higher than it should be goes without saying, though the percentages cited above do not vary materially from the averages for the Province. This condition is largely due to the fact that about 40 per cent. of the pupils are over the normal age before they enter school and also to the absence in many schools of a semi-annual promotion. Under the annual-promotion plan a child who fails to be promoted must repeat a full year, and if he fails more than once the situation soon becomes very serious. It is notable that the "over-age" percentage is usually higher in schools where only an annual promotion is the practice.

Some attempt was made during the spring term to secure objective measurements of the ability of pupils in certain subjects. In arithmetic the shortened form of the Woody-McCall mixed fundamental test and the Stone reasoning test were used fairly generally, the former being given to approximately 300 pupils of each grade from III. to VIII. and the latter to about the same number in Grade VII. and in Grade VIII. The scores obtained from so com-

paratively few pupils are of little value as standards, but they are appended to give interested teachers something with which to compare their own results. Both of these tests have been standardized in United States schools; the fact that the local scores are higher than standard in the junior grades and lower in the senior ones is worthy of note.

In reporting results of tests at least two measures are essential to give any clear idea of the relative standing of a group of pupils. One of these shows the central tendency of the group and the other indicates the extent to which the individuals vary from the central tendency. That the latter is of extreme importance is clearly demonstrated by comparing two sets of scores each with an average of 50, but one ranging from 10 to 90 and the other from 40 to 60; if the average alone is considered the classes are of equal ability, whereas they differ widely in reality. In the following tabulation the measure of central tendency is the "Median," which, roughly speaking, is the middle score, and the measure of variability is the "Standard Deviation" (or sigma); the latter is the range of the middle 67 per cent. of all the scores.

Table 4.—Woody-McCall Test in Mixed Fundamentals of Arithmetic.
(Maximum Score, 34.)

Grade.	Standard Norm.	Median.	Standard Deviation.	Range.
III.	13	15.4	3.7	2–23
IV.	18.5	20.5	3.5	8–31
V.	24	22.9	3.5	9–34
VI.	28.5	26.4	3.1	16–34
VII.	31	28.4	4.5	16–34
VIII.	33	28.7	3.8	18–34

This table is read: The Standard Norm for Grade III. is 13 questions correct out of a possible 34. The Median for Grade III. pupils tested is 15.4; the Standard Deviation is 3.7—i.e., 67 per cent. of the pupils secured scores between 11.7 (15.4—3.7) and 19.1 (15.4+3.7); the lowest score is 2 and the highest is 23.

Table 5.—Stone Arithmetic Reasoning Test.
(Maximum Score, 17.2.)

Grade.	Standard Norm.	Median.	Standard Deviation.	Range.
VII.	7.5	7.2	3.8	3–17.2
VIII.	8.75	11.2	3.2	7.2–17.2

This table is read: The Standard Norm for Grade VII. is 7.5. The Median for the pupils tested is 7.2; the Standard Deviation is 3.8—i.e., 67 per cent. of the scores range between 3.4 (7.2—3.8) and 11 (7.2+3.8); the lowest score is 3 and the highest is 17.2.

The combined result of these two tests furnishes a fairly accurate estimate of ability in arithmetic. In the scores reported there can be no doubt that many Grade VII. pupils possess Grade VIII. ability, and that, on the other hand, many Grade VIII. pupils have been promoted before they are fitted for it, in so far, at least, as arithmetic is concerned.

Original objective tests were employed to some extent in history, geography, English literature, and hygiene. In each case the "true and false" or the "sentence completion" type was used and abundant evidence was forthcoming that these tests serve a very real purpose. They save much time for the pupils and for the examiner, and teachers who use them properly are enabled to reach a fairly accurate estimate of pupils' standing. Their use during the past year was primarily to comply with a departmental request that special attention be paid by Inspectors to the methods adopted in the senior grades in respect of the subjects on which High School Entrance candidates are not required to pass a written examination. While neither the tests themselves nor the scores obtained are sufficiently valid to warrant publication, yet the results secured justify the statement that in the main these subjects are not receiving adequate attention. In a few schools high scores were obtained, but in the aggregate of all classes tested the median was below 40 per cent.

I have, etc.,

A. R. Lord,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 9.

NEW WESTMINSTER, B.C., September 4th, 1924.

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. 9 for the school-year ended June 30th, 1924:—

This inspectorate includes the City Districts of Chilliwack, New Westminster, and Port Coquitlam; the Rural Municipalities of Chilliwhack, Coquitlam, Langley, Pitt Meadows, and Surrey; the Assisted Districts of Alvin, Barnston Island, Cheam View, Cultus Lake, Lindell, and Popcum; the Boys' Industrial School near Port Coquitlam. Seventy-four schools were in operation, with a staff of 206 teachers. These were divided as follows:—

	Schools.	Teachers.
Urban municipalities	8	84
Rural municipalities	59	114
Assisted districts	6	6
Special	1	2
Totals	74	206

During the year 231 class-room inspections were made, in addition to special visits to different parts of the inspectorate on matters connected with departmental administration.

The High School Entrance Examination was held in June at sixteen points. A total of 633 candidates, including a large number of non-recommended pupils, were examined, and 391 of these were successful, a percentage of 61.77. The Governor-General's medal for this district was won by Shuichi Enomoto, a pupil of Miss B. M. Bournes, Central School, New Westminster.

The Langley Board constructed new one-room buildings at East Langley, Patricia, and Sperling, while a second room was added at Otter and a third room at Milner and at Fort Langley to care for the increasing attendance. The new high-school building erected on the Yale Road near Langley Prairie is a credit to the municipality.

In Surrey the Board provided additional teachers at Port Mann, Tynehead, and Newton. At Tynehead the old building was raised and a second class-room added, while provision has been made for the construction of a third room at Newton and at South Westminster. The two-room school at East Kensington was destroyed by fire in March, but the Board has a new and more modern building ready for occupancy. The Surrey Central School, one of the oldest in the municipality, has been enlarged and modernized.

In September, 1923, the School Board of Coquitlam Municipality opened a new two-room building on the Austin Road and has since constructed a one-room school at East Coquitlam.

In the larger rural municipalities of this inspectorate there is a distinct need for a supervisor who should function as does a principal in our efficient graded schools. The public schools are preparing pupils for a central high school in the municipality, and unless some such arrangement is made uniformity of standard cannot be expected.

In many of the graded schools the principal functions only as teacher and school policeman, with the result that there is no checking-up of the weaker units and general matters of policy are determined by the individual teacher. This accounts for much of the retardation and increases greatly the cost of education.

Primary teachers are handicapped, in many cases, by a lack of materials. Especially is this true in the smaller schools where the lower grades receive only a small proportion of the teacher's time and attention. Lack of profitable and well-planned seat-work frequently results in loss of interest and a tendency to create a problem in discipline. Too many pupils find no means for self-expression without proper supplies for manual work.

In some districts much is being done by the teachers to stimulate interest among the parents and friends of the pupils in the cause of education. Unfortunately, a large number consider their work finished when they leave the class-room. Where teachers have attended the summer schools they have returned to their classes with augmented enthusiasm and new inspiration. The increasing interest and improved general attitude of many teachers is very encouraging. Many of the new recruits to the profession are of excellent material and the work of the inexperienced teacher has been found somewhat more effective than in previous years.

There has been a distinct improvement in the teaching of the fundamental subjects of reading, writing, and arithmetic, but insufficient progress in oral and written composition. In the case of arithmetic much of the impractical still persists like some old superstition. The use of standard tests has shown a great variation in effectiveness in the teaching of primary reading and the four simple rules.

The prizes for excellence in physical training were awarded as follows:—

Large graded schools—Miss Vivian E. Brown, Central School, New Westminster.

Small graded schools—Mrs. Mary A. E. Bilton, County Line School, Langley Municipality.

Ungraded schools—Miss Louise Girling, Anniedale School, Surrey Municipality.

It has never been my pleasure to co-operate with a more keenly interested and business-like group of School Boards.

I have, etc.,

E. G. DANIELS,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 10.

KAMLOOPS, B.C., September 15th, 1924.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

SIR,—I beg to submit the following report on the schools in Inspectorate No. 10 for the school-year ended June 30th, 1924:—

The number of schools in operation in this inspectorate during the past year was ninety, with a total of 129 class-rooms. The City Municipalities of Kamloops and Merritt employed thirty-one and the rural and assisted schools ninety-eight teachers. The variation from the preceding year in the number of schools and the number of teachers was very slight, there being a decrease of one in the number of schools and a like increase in the number of teachers employed. A new assisted school was established and opened during the year at Pine, a district in the Coldwater Valley near Merritt, and one new division opened in each of the two city municipalities in the inspectorate. The assisted school at Big Bar was closed throughout the year owing to the lack of the required attendance.

During the year 198 visits of inspection were made to the various schools in the inspectorate. The majority of the rural schools were visited twice. In several cases a third and, in a few instances, a fourth visit was made where the character of the teaching and the general welfare of the school seemed to require it. An attempt was made to give special attention to those schools which were in charge of young and inexperienced teachers, while but one visit of inspection was paid to city schools where supervising principals were employed, except in the case of certain class-rooms, to which a second visit was requested by the principals or members of School Boards. The work of the Entrance classes in city schools was inspected twice during the year. In addition to these regular visits of inspection, a number of special visits was made to various districts, in order to confer with School Boards on improvements to school property, district boundaries, and the general administration of the schools under their charge.

In general the character of the work performed by the teachers in this inspectorate during the year just closed was of a higher quality than that performed during the preceding year. I believe that this can be attributed, mainly, to the fact that Trustee Boards are endeavouring to retain the services of those teachers who have done efficient work in their schools. There is, as well, a closer co-operation existing between the Inspector and Trustee Boards in the matter of the selection of teachers, and this work of selection has been greatly facilitated by the efficient services performed by the Registrar in charge of the Teachers' Bureau in the Department of Education.

I believe that, with but few exceptions, the teachers in this inspectorate have made a sincere effort during the past year to teach to the best of their ability the various subjects of the school curriculum. That the teachers are intensely interested in their work and keenly desirous of increasing their professional efficiency is evidenced by their interest in the Local Teachers' Institutes, in the large attendance at sessions of the summer schools, and by the rapid growth in circulation of school magazines and other literature bearing on educational matters. In reference to the subjects taught in the elementary schools, I believe that more

emphasis should be placed on the attainment of accurate knowledge, especially in the subject of geography. This is a subject that can be made of vital interest to the average pupil. I would suggest to teachers that they make more use of the topography of their local districts in the teaching of geography, especially in the junior classes, and that, while the map drawn on the blackboard is an excellent aid in instruction, the value of the wall-maps be not overlooked. In many schools there is still a weakness in the teaching of drawing, especially in the outlining of models, as the cube, cone, cylinder, etc., and objects based on these. The new text-book in drawing prescribed for the current year presents an excellent plan for the teaching of this subject throughout all the grades, and I am anticipating an improvement as to the proficiency attained by pupils in this subject when the new text-book has come into general use. The teaching of writing is still the source of much worry and discouragement to many teachers. Where this is the case it is generally due to the fact that the principles taught in the oral writing lesson are not always applied by the pupil or emphasized by the teacher in the daily written exercise-work. In too many cases the teacher is content to give a fifteen-minute period once a day to instruction in muscular writing exercises, and to leave the pupil to practise his old style of cramped finger-movement, careless habits, and incorrect position at his desk when engaged in the ordinary routine of his daily written tasks. All written work done by the pupil should be a lesson in writing. A close inspection of all note-book and other written work performed by the pupil should be carried out by the teacher, and an attempt made to inculcate habits of care, neatness, and legibility in all written work. It is a significant fact that in those schools where the written exercise-work of the pupils is of a high standard, the same is generally true of the quality of the work performed in the other subjects of the curriculum.

The High School Entrance Examination was held at eleven centres in this inspectorate during the last week in June. The total number of pupils writing from the public schools in this inspectorate was 189. Of these, 125 were successful, or slightly over 66 per cent. of the number writing. All these students, with the exception of those from Kamloops and Merritt cities, were from rural and assisted schools. This is a much higher percentage than was made in the Entrance Examinations for this inspectorate in the preceding year, and is all the more creditable to the schools sending up candidates when it is considered that the percentage of successful candidates for the whole Province was 55. The Governor-General's medal for this district was won by Miss Phyllis Andrews, a pupil in the 1st Division, Kamloops Public School. The work performed in this division of Kamloops School throughout the year deserves particular mention, not only for the high percentage in the number of successful candidates who wrote, but for the uniformly high character of the work throughout the whole division.

Owing to the increase in the number of pupils matriculating into high schools from rural and assisted school districts during the past few years, the problem of supplying facilities for secondary education for these is becoming a pressing one. The expense entailed on parents in rural districts who are endeavouring to give their children a high-school education is very heavy, and the complaint has been made that the children who are sent away to city high schools have a tendency to obtain positions in the city when their high-school education is completed, or, in other words, are being educated away from the farm. If it were possible to establish high- or superior-school areas wherever there is a sufficient number of high-school pupils to warrant it, the problem would be a fairly easy one; but when these pupils are scattered over a wide territory mainly in assisted school districts, where the amount of assessable property in the districts affected would entail a very heavy burden on the ratepayers contributing to the expense of such a school, the establishment of secondary schools in such localities is hardly possible at the present time. The problem will, I believe, become easier in time as the country districts grow in population and become more firmly established. In the meantime, I believe that the tuition fee for pupils entering existing high schools from surrounding districts where there is no opportunity for obtaining secondary education might be kept as small as possible in consideration of the heavy expense these students are under for board and lodging while they are attending the city high school. The argument for this becomes stronger when we consider that the money paid by the Department towards high-school education comes out of the revenue of the whole Province.

I have, etc.,

A. F. MATTHEWS,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 11.

KELOWNA, B.C., August 27th, 1924.

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

SIR,—I beg to submit the following report on the work of the public schools of Inspectorate No. 11 for the year ended June 30th, 1924:—

As a result of a rearrangement of inspectorial districts made in August, 1923, this inspectorate now includes the Okanagan Valley from Armstrong south to the International Boundary and the Similkameen Valley; the readjustment has resulted in my having a much more compact territory and has considerably facilitated the work of inspection.

During the year sixty-four schools employing 160 teachers were in operation; the classification of these schools is as follows:—

	Schools.	Teachers.
City and rural municipality (consolidated)	1	15
City municipality districts	2	35
Rural municipality districts	5	36
Rural and assisted districts	56	74
Totals	64	160

Schools were in operation for the first time at Sugar Lake and Madora Creek; the schools at Copper Mountain and Oliver were each increased by one division, the status of the latter being raised to that of a superior school. The schools at Jura, Reiswig, and Bear Creek were closed because of low attendance, while one division was closed in each of the following schools: Kelowna, Vernon, Penticton, Peachland, and Naramata.

During the year negotiations were entered into with a view to consolidating the Vernon City District and the adjoining Rural District of Okanagan Landing, the outcome being that with the opening of school for the fall term about forty pupils of the latter district will be conveyed to the central school at Vernon; a step in the same direction was taken by the School Board of the Rural Municipality of Penticton when they closed the Poplar Grove School and provided transportation which enabled the pupils to attend the modern and well-equipped Ellis and Shatford Schools. The principle of consolidation is gradually gaining ground in this inspectorate. Transportation doubtless offers difficulties, but to one who observes consolidation in operation there can be no doubt that improved conditions due to the manifest advantages of the graded school far outweigh the drawbacks referred to.

The work of the schools was greatly handicapped during the year by poor attendance, due to illness; in consequence of successive epidemics of whooping-cough and measles many of the schools were closed for a time, while for several weeks the attendance was so broken that satisfactory work was out of the question. As a result the standing of a considerable proportion of the schools was noticeably affected; in view of the existing handicap, however, the standing of the schools in general was satisfactory. The attitude of practically all the teachers toward their work was good, and failure to secure good results was rarely due to lack of effort.

We have heard much in the past of the frequent change of teachers in our rural and assisted schools, and I am glad to be able to report a decided improvement in this respect. With the opening of the fall term approximately 45 per cent. of the rural and assisted schools were in charge of teachers who had been previously employed in their respective schools; this indicates a large proportion of change, but when we contrast it with the preceding year, when only 18 per cent. returned to schools in which they had taught previously, the figures are decidedly encouraging.

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

Schools of five or more divisions—T. Aldworth, 1st Division, Armstrong Consolidated School.

Schools of two to four divisions—Miss Ruby Glaser, 1st Division, Naramata Public School.

Schools of one division—Miss Thelma Hobbs, Kaleden Public School.

While excellent results were in some cases obtained in this branch of school-work, I regret that it is in a measure neglected by a considerable number of teachers.

In my dealings with the various School Boards of the inspectorate I have found them almost without exception open to suggestion and anxious to do their best to promote the educational interests of their districts. Buildings and equipment have been well maintained, while the important matter of grounds-improvement has received a considerable degree of attention. Occasionally one encounters a case where conditions are unsatisfactory, but it is a rare occurrence to find a capable and energetic teacher who does not receive the support of the School Board.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 12.

REVELSTOKE, B.C., September 12th, 1924.

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, 1924:—

During the year an assisted school was opened at Edgewater, in the Upper Columbia Valley. The schools at Gerrard and Twin Butte, which had been closed for two years and one year, respectively, were placed in operation again and an additional division was opened at Grindrod. The schools at Bellevue and Galena were closed during the entire year, while Brilliant and Enderby each suffered a reduction of one division. In all, there were ninety-seven schools in operation in this district during the year, with a total staff of 133 teachers, a net gain of one school over 1922-23. Of these totals, three were graded city schools, with a staff of twenty-five teachers; seven were rural municipality schools (one graded), with a staff of eight teachers; four were graded rural schools, with a staff of eleven teachers; ten were ungraded rural schools; three were graded assisted schools, with a staff of nine teachers; and the remaining seventy were ungraded assisted schools. Owing to slight changes in the boundaries of this inspectorate the figures as to schools and teachers will not tally exactly with those given last year.

The standard of efficiency noted in previous reports has been fairly well maintained. Of 224 candidates who wrote on the Entrance Examinations at the end of June, 135 were successful, a percentage of 60.27. The following schools passed 100 per cent. of their recommended pupils:—City: 1st Division, Revelstoke. Rural municipality: Canoe, North Canoe, South Canoe, and Mount Ida. Assisted: Big Eddy, Fire Valley, Hupel, Lee Creek, McMurdo, Sorrento, Sproat, and Sunnybrae.

Many Boards of Trustees have made commendable efforts to improve grounds and buildings, and it is to be hoped that activity in this direction may be continued and extended.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 13.

NELSON, B.C., September 8th, 1924.

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

SIR,—I beg to submit the following annual report on the schools of Inspectorate No. 13 for the school-year 1923-24:—

This inspectorate, the boundaries of which were slightly changed at the beginning of the school-year, comprises: (1) The City of Nelson; (2) the area along the Great Northern Railway southward to the International Boundary; (3) the valley of the Slocan Lake and River; (4) the Kootenay River Valley to the west of Nelson; and (5) the Rossland-Trail and Grand Forks-Greenwood Electoral Districts; but not including the community school districts within the above-mentioned areas.

At the beginning of the school-year the schools at Summit Lake and Columbia Park, which had been closed the previous year, remained closed. The schools at Syringa Creek and Blueberry did not reopen on account of the lack of a sufficient number of pupils to keep up the required attendance, and for the same reason the school at Eholt was closed at the end of October. New schools were opened during the year at Kerr Creek and Paulson. Owing to the increase in the number of high-school pupils at Robson, the superior school there was raised to the status of a high school.

The building of new schools has in most cases kept pace with the increase in attendance. In Nelson a fully modern, eight-room brick structure was erected during the winter, and formally opened by the Hon. Mr. Manson on April 28th. The Nelson School Board, with characteristic foresight, has also commenced the erection of another eight-room brick structure, to be known as the Trafalgar School. The new rural school erected by the Department of Education at Appledale was completed and occupied in the autumn of 1923. A satisfactory building was erected for the new school at Kerr Creek and an addition was made to the Rock Creek School.

On Friday and Saturday, October 25th and 26th, a two-days' convention was held at Nelson and was attended by more than 100 teachers. The model lessons taught, the general discussions, and the excellent papers read by the teachers themselves were interesting and highly profitable to all who were present. In my opinion a small convention of teachers, held early in the school-year when the individual teacher's problems have just arisen, is of great practical value.

With the exception of the City of Nelson schools and two rural schools, all schools that were in continuous operation during the year received two inspections. Some rural schools were visited a third time.

A statement of the number of years of teaching experience of sixty-four teachers in rural schools of this inspectorate may be found interesting. In September eighteen teachers began their work without previous experience; eleven with not more than one year's experience; ten with not more than two years of experience; nine with three years; two with four years; and fourteen others with an average of 13.2 years, the maximum number of years' experience for a teacher of this group being found to be forty years. Generally speaking, the teachers without previous experience were zealous and enthusiastic in their efforts to form proper and successful teaching habits.

In many cases in rural schools the new teachers are handicapped by lack of equipment, by absence of the necessary materials for instruction, and by scarcity of reference books. Some Boards of Trustees have made commendable beginnings in the purchase of supplies and supplementary and library books. In other districts public organizations like the Women's Institutes have rendered substantial assistance. In too many, however, little effort has been made to provide more than bare essentials, or even to take advantage of the assistance which the Department of Education offers in the establishment of school libraries. Where the rural school is remote from a town the problem of obtaining writing materials suitable for school use is often acute. Some Boards of Trustees have adopted the wise course of purchasing in quantity such materials as the teacher advises and of distributing them to the pupils free or at mere cost.

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

Large graded schools—Mrs. L. Jewel Morrish, 5th Division, Trail Central School.
Small graded schools—Mrs. Verle Moore, 2nd Division, Silverton School.
Ungraded schools—Miss K. F. Corry, Bridesville.

In the High School Entrance Examination in June the results, while they corresponded very closely to the general results throughout the Province, were various. In some schools the results were disappointing, while in others all the candidates were successful in passing the examination. The following rural schools passed 100 per cent. of their Entrance class pupils: Annable, Castlegar, Columbia Gardens, Cascade, Fruitvale, Gilpin, Rhone, and Slocan. The Nelson City schools made a particularly good record. In a total of sixty-nine candidates who wrote the examination, sixty-five were successful, while thirty-one others were given their promotion on the recommendation of the principal, making the high standard of 96 per cent. successful. The medal for the district was won by Harold Rhys Matthews, of Nelson Central School.

One of the encouraging features of the year has been the spread among teachers of the commendable habit of advance planning of lessons. In those remote days before the training

of teachers was undertaken by the State the idea was generally held that the successful teacher was one who was "born" to be a teacher. The teacher of that time was "born" rather than technically trained to the work. In recent years the emphasis has been placed upon teacher-training. While natural aptitude and intensive professional training are both essential to the teacher of to-day, I am convinced that one of the chief elements underlying success in the class-room is the willingness on the part of the teacher to expend sufficient time and effort to plan each day's lessons in advance. A lesson that is planned is a lesson that is twice taught, and the procedure in the class-room is refined by the "anticipatory teaching" which the teacher does in fancy as the planning and preparation proceed. In almost every school where the teacher has taken the time and care to organize the work properly, to plan out generally and in detail the lessons for each day, satisfactory progress has been made.

The principals and teachers of the inspectorate I have found, with few exceptions, to be actuated by ideals of service and to be working diligently to realize the aims they have set for themselves. Almost invariably they have been eager to act upon suggestions and advice. A large number are familiarizing themselves with standard tests, are buying recent books on education, are subscribing to professional magazines, and attending summer schools to keep abreast of the currents of educational thought.

In conclusion, I wish to express my appreciation of the excellent service being rendered by the men and women of the district who are serving as school trustees. Although I met them for the first time, I was impressed by their spirit of courtesy and co-operation and by their general desire to realize the purpose of their positions of trust.

I have, etc.,

P. H. SHEFFIELD,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 14.

CRANBROOK, B.C., September 1st, 1924.

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. 14 for the year ended June 30th, 1924:—

The boundaries of this district remained unchanged, the inspectorate including the schools of Fernie and Cranbrook Electoral Districts and some of the schools in the new Electoral Districts of Creston and Kaslo-Slocan. In all, there were sixty-seven schools in operation, requiring a staff of 140 teachers. With the exception of the Fernie School, all schools received at least two inspections during the year.

New schools were opened at Big Sand Creek, near Jaffray, and at Dorr, 5 miles south of Waldo, and the Elk Prairie School was reopened after having been closed for a number of years. An additional room was also opened in both the Cranbrook and Kimberley Schools. An eight-roomed brick addition to the Cranbrook School and a four-roomed brick addition to the Fernie School enabled the trustees of these cities to provide full-time instruction for all pupils. A four-roomed frame addition was added to the Kimberley School to accommodate the increasing school population of this growing town. Plans were prepared for a new twelve-roomed building at Michel, but the continued coal-miners' strike there has delayed the construction of a much-needed school. A new standard school built by the Department at Balfour has provided improved accommodation at that point.

The surplus of teachers in this Province has led to fewer changes among the teachers in the rural districts. Of the ninety-one teachers employed in rural schools in June, 1923, forty returned to the same schools in September. While fewer changes have been of advantage to these schools, it is unfortunate that it required a surplus of teachers to bring it about. However, Rural School Boards are now realizing the advantage of granting yearly increases in salary in order to retain the services of efficient teachers.

The Entrance Examination was held at seven centres. Of the 212 candidates writing the examination, 131, or 61.3 per cent., were successful. In the different districts the following percentages of candidates were successful: Kootenay Lake area, 73.9 per cent.; Cranbrook

area, 73.7 per cent.; Creston area, 54.1 per cent.; and Fernie area, 50.6 per cent. The showing made by the Cranbrook Public School was particularly good, fifty-nine of the sixty-two candidates qualifying for high school either by recommendation or by passing the departmental tests.

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

Large graded schools—Miss M. C. Bannerman, 7th Division, Cranbrook School.
Small graded schools—Miss S. G. Timaeus, 1st Division, Corbin School.
Ungraded schools—Miss G. Klein, Balfour School.

This report would be incomplete without a reference to the years of service of Mr. Paul Murray, who is this year retiring from the profession. Mr. Murray has completed forty-three and a half years of active service, forty-two years of which were spent in the schools of British Columbia. Beginning at Maple Ridge in 1882, he remained there for twenty-five years, surely a record for this Province. For the last seven years he has taught the Elk Bridge School in the Elk River Valley, which district has been most beneficial to his health. It is to be hoped that Mr. Murray's retirement is only temporary, and that he will return again to the class-room where his gentlemanly spirit will continue to influence and mould the character of the boys and girls of this Province.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 15.

Prince Rupert, B.C., September 10th, 1924.

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, 1924:—

The boundaries of this inspectorate remained unchanged during the year. It is comprised of the Electoral Districts of Atlin, Prince Rupert, Skeena, Omineca as far east as Endako, and Mackenzie as far south as Namu. It includes an area of 157,637 square miles. Within this district seventy-five schools were in operation, employing 117 teachers. These schools were classified as follows:—

High schools	4
Superior schools	1
Schools of twenty divisions	1
Schools of five divisions	2
Schools of four divisions	2
Schools of two divisions	3
Schools of one division only	62

It was possible for the first time to inspect the two most northerly schools, Atlin and Discovery. The only schools not reached were Telegraph Creek, on the Stikine; Aiyansh, on the Nass; and Surf Inlet, on Princess Royal Island; all three difficult of access. Most of the schools were twice inspected, the distance travelled for the year totalling 18,872 miles.

Schools were opened for the first time at Perow and Dorreen, on the Canadian National Railway, while on account of diminished attendance those of Grassy Plains and Porcher Island were closed.

The schools at Stewart and Burns Lake became rural schools at the beginning of the year; the former, being raised to the status of superior school, made an excellent showing in the examinations for Grades IX. and X. In addition to the eight who passed at Stewart, twelve pupils from the following elementary schools successfully completed the work of Grade IX. and two that of Grade X. in the June examinations: New Hazelton, 4; Kitsumgallum, 3; Burns Lake and Pacific, each 2; Glentanna, North Bulkley, and Southbank, each 1. There is an ever increasing demand for high-school privileges throughout this inspectorate.

Once again I was entrusted by your Department with the oversight of the high schools at Granby Bay, Prince Rupert, Ocean Falls, and Smithers. It is a privilege which I appreciate; the pleasure more than offsets the amount of work attached to the commission. During the year a new division was opened in the Ocean Falls High School. Except at Granby Bay, the Matriculation results were not as satisfactory as usual.

Examinations for Entrance to High School were held at twenty centres. Of the 178 candidates, 126, or 71 per cent., were successful, an increase of fourteen candidates over last year and a 6-per-cent. increase in the proportion of successful candidates. The Governor-General's medal for the district was won by Miss Rosemary Winslow, of the Borden Street School, Prince Rupert, with a total of 445 marks.

As usual, there are results not measurable by examinations. Perhaps more than ever before this inspectorate was fortunate in securing the services of teachers who have taken a deep interest in their work. More young men have been employed. It is gratifying, too, to find the majority of these returning to their schools for a second year. There has been a finer tone than usual in the schools and with few exceptions better work has been accomplished. This is not altogether due to the young men; young women have given excellent service in isolated districts. But the north is a man's country. Credit is due the officer in charge of the Teachers' Bureau, who by his intelligent acquaintance with conditions in the various districts has lessened the number of misfits and given us contented men and women as teachers.

A movement for consolidation in the Bella Coola Valley has not yet been successfully issued, but progress is reported.

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

Large graded schools—Miss Mary Gladwell, 19th Division, Prince Rupert.

Small graded schools—Mr. H. D. Southam, 2nd Division, Granby Bay.

Schools of one division—Miss Phyllis Creighton, Oona River.

In closing, I should like to express my appreciation of the courtesy shown me by the various School Boards and the help accorded by others interested in the progress of education. Without this spirit of co-operation there could be no hope for better conditions educationally in this pioneer country.

I have, etc.,

H. C. FRASER,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 16.

PRINCE GEORGE, B.C., September 4th, 1924.

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, 1924:—

No change has been made in the boundaries of this inspectorate since it was organized five years ago. The inspectorate now, as then, embraces the schools in the Canadian National Railway Belt east of Endako; those in the Cariboo District as far south as the 100-Mile House; and those in the Peace River District. There are approximately 100 schools in this inspectorate and all but seven of them are assisted.

During the year the following assisted schools were opened: Buffalo Creek; Croydon; Dawson Creek, North; Kelly Lake; Prairiedale; Shelley; Sunset Prairie; Swan Lake, North; Tatla Lake; and Woodpecker. Schools were authorized and should soon be in operation at Charlie Lake; Fort St. John, East; and Salmon Valley. The school at Dunster was reopened and a second teacher was appointed to the Rolla District. The Beaverly and the Collishaw Schools remained closed throughout the year.

As in former years, a considerable portion of my time has been occupied with organization duties peculiar to a pioneer district. Within the last five years the number of schools has practically doubled, thus causing an increase in special work and consequently more frequent interruptions to ordinary supervisory work. However, all the schools, except one recently established in a remote district, received at least one inspection during the year.

The school-year just passed marks the first attempt at consolidation in this inspectorate. The Nechako School was closed and provision was made for conveying certain of the children to the Vanderhoof Superior School. The experiment proved an unqualified success and clearly demonstrated the feasibility of consolidation in rural districts. Although this inspectorate is sparsely populated and the schools for the most part are widely scattered, there are two or three other sections in which the consolidation of the schools might be effected with advantage.

As yet little has been done in this inspectorate by way of improving and beautifying school-grounds. It is not unusual to find a well-furnished, creditable school building in the midst of timber and stumps. I realize that in a pioneer district consideration must first be given to providing a comfortable school-house, but it is to be hoped that as the districts become better established a general effort will be made to improve school-grounds. Teachers in the rural district can do a great deal in this connection. An energetic teacher intent on improving the general appearance of the school property will usually find active public support.

The quality of the teaching in the schools of this inspectorate is steadily improving; in fact, during the past year results generally have been of a more satisfactory nature than during any previous year since the inspectorate has been established. It is evident that since an adequate supply of duly qualified teachers is now available in the Province a more efficient type of teacher is appearing in the rural schools, with correspondingly better class-room results. In this connection it is pleasing to record an appreciation of the excellent service that is being rendered by the Provincial Teachers' Bureau in supplying the rural schools with the best teachers available.

It is gratifying to note that there is an increasing demand for high-school education in this northern inspectorate. In at least ten different rural schools high-school work was undertaken during the past year, with very satisfactory results judging by the creditable showing made by high-school candidates from rural schools who wrote the Departmental Examinations. While it is not reasonable to suppose that advanced pupils in rural schools receive as careful a training as those in regular high and superior schools, the undertaking of high-school work in rural districts appears to be justifiable when one considers that few of the parents in the rural districts are financially able to send their children away from home to attend school. The success of high-school teaching in a rural school depends largely on the ability of the teacher to organize his work in such a way that the progress of the public-school pupils for whom the school is chiefly intended is not unduly interfered with. Of necessity a high-school pupil in a rural school must do a good portion of the work for himself under the direction of the teacher.

Encouraged by aid from the Department of Education, a number of rural districts during the past year have inaugurated a school-library movement. In several of the smaller schools the nucleus of a good school library is to be found.

Prizes for excellence in physical training under the provisions of the Strathcona Trust were awarded to Miss Eliza Milligan, Prince George School; Miss Kathleen Morrow, Vanderhoof School; and Miss Inez Ratledge, Bouchie Lake School.

I have, etc.,

G. H. Gower,

Inspector of Schools.

REPORTS OF MUNICIPAL INSPECTORS.

NEW WESTMINSTER CITY SCHOOLS.

NEW WESTMINSTER, B.C., September 15th, 1924.

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

SIR,—I beg to submit the following report on the schools of New Westminster for the school-year ended June 30th, 1924:—

Due to the foresight of the Board of School Trustees of the city, sufficient accommodation was provided for all pupils. As was expected, increase is noted:—

School.	Sept., 1922.	Sept., 1923.	Sept., 1924.
Graded	2,306	2,356	2,406
Duke of Connaught High School	376	405	409
T. J. Trapp Technical High School	147	176	192

All schools and school-grounds have been kept in splendid condition; the policy of the Board in this respect is most commendable.

School-work throughout the year has been of a very satisfactory nature; teachers in the great majority of cases did excellent work. The results of the High School, Technical High School, and High School Entrance Examinations, with one exception, were most gratifying. George Davidson, of the Duke of Connaught High, and Shuichi Enomoto, of Central School, won the medals donated by the Governor-General.

Marked improvement was shown this past year in drawing, writing, nature-study, domestic science, manual training, and music, Lord Lister School Choir winning the silver shield at the Festival of Music in Vancouver; especially is this improvement noticeable in the class-rooms of those teachers who have taken advantage of the Summer Courses given.

Retardation of pupils was eliminated to a noticeable degree this past year by careful reclassification of pupils by the principals and teachers keeping in mind the age of the pupils, the length of time spent in a certain grade, and the ability of the pupil as shown by the progress made during the year.

For those pupils who, because of illness, distance from school, or similar handicap, were unable to keep up with their grades, an Opportunity class was started under the capable leadership of Miss R. Gilley; in this class pupils were given special instruction in their weaker subjects, and we are pleased to report that at the close of the past school term nine pupils were promoted to proper grades; the past two weeks have shown them capable of keeping up with the other pupils in their respective classes.

In order to give more time to the grading, supervision, and general management of the public schools, the Board of School Trustees has recommended that the principals be relieved of the responsibility of an Entrance class. This plan has been adopted and without exception is working splendidly.

It was deemed advisable at the opening of the fall term to place Major F. J. Simpson, formerly part-time Art Master, on full time; to spend his time between the Duke of Connaught High School and the Technical High School. A continuance of that high standard of art-work already reached is expected.

Because of increased attendance it was necessary to add an assistant to the Duke of Connaught High School.

May I, at this time, sir, report that due to illness it was necessary for Mr. R. A. Little, Principal of the Duke of Connaught High School, to give up his work; for the past ten years Mr. Little has given of his best to the City of New Westminster. The esteem in which he is held was shown by the fitting remembrances presented to him by the teachers and pupils on his retirement.

We are fortunate, indeed, in securing the services of Mr. T. H. Calder, of Revelstoke, to fill the position of principal.

During the past year we had the services of Miss Lucy Morton, of New Zealand, in exchange with Miss Urquhart, of Connaught High School; this year Miss Horwood, of England, exchanged with Miss Mabel MacIntosh, of the T. J. Trapp Technical School.

The usual night-school classes were held from October to March in connection with the Technical High School under the principalship of Mr. L. Lambert. Classes were held in Day-school Continuation Work, Woodwork, Workshop Mathematics, Machine Construction and Drawing, Steam for Engineers, Gasolene-engines, Book-keeping, Shorthand, Typewriting, Dress-making, Millinery, Sheet-metal, Drawing and Design, Electricity, Mineralogy and Assaying, Physics, Advanced Mathematics, China-painting, Basketry, English Literature, and First Aid.

At these classes we had an attendance of 300 students. An innovation was Mineralogy and Assay classes, which appeared to fill a big want in the community.

A considerable number of teachers utilized the classes of Art, Physics, and Advanced Mathematics to assist them in raising their certificates.

To carry on this work a staff of seventeen teachers was used.

To Dr. D. A. Clark, School Health Officer, and his assistant, Miss A. S. Stark, R.N., great credit is due for the very satisfactory health condition of our school-children. During this past year they have worked conscientiously and consistently for the welfare of our pupils and there is a satisfaction in seeing their efforts crowned with success.

School-gardening has been carried on satisfactorily by all schools of the city.

Through the efforts of representatives of the Teachers' Federation and the assistance of members of the City Library Board and the Board of School Trustees, a Teachers' Lending and Reference Library was opened in connection with the City Library. This has been very beneficial to our teachers.

A very keen interest has been shown throughout the year in organized school athletics—girls' baseball, boys' baseball; grass-hockey; football; lacrosse; and field sports.

Under the leadership of Major Simpson, and with the able assistance of Lieutenant Johnson and Lieutenant Turnbull, M.C., M.M., the New Westminster schools made a most creditable showing in cadet-work. The Duke of Connaught High School, the T. J. Trapp Technical High School, and the Central School entered cadet corps in competition. During the present year we anticipate entering a corps from McBride, Lister, and Spencer Schools.

I believe, sir, the success of the past year has been due in a large part to the hearty co-operation of all interested in educational work in this city.

I have, etc.,

R. S. SHIELDS,

Municipal Inspector of Schools.

VANCOUVER CITY SCHOOLS.

VANCOUVER, B.C., September 19th, 1924.

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, 1924:—

There was an increase of only 137 in the maximum monthly enrolment for the year over that of the previous year. This is set forth in the following table:—

Month.	Public Schools.	High Schools.	Junior High School.	Total.
February, 1924	17,222	2,551	104	19,877
February, 1923	17,164	2,503	73	19,740
Increase	58	48	31	137

The changes made in the teaching staffs for the year were as follows:—

Public-school teachers		from 449 to 457
Ordinary classes	from 427 to 435	
Special classes	from 22 to 22	
Junior high-school teachers		from 3 to 6
High-school teachers		from 90 to 91
General Course	from 57 to 58	
Commercial Course	from 13 to 13	
Boys' Technical Course	from 17 to 17	
Home Economics Course	from 3 to 3	
Manual-training teachers		from 20 to 20
Domestic-science teachers		from 15 to 16
Special instructors		from 11 to 13
Total		from 588 to 603

SCHOOL ACCOMMODATION.

The only increase made in class-room accommodation during the year was in connection with the Junior High School, which had been conducted the previous year in basement rooms of the King Edward High School. Two inexpensive wooden buildings were erected on the King Edward grounds in July and August. These contained two academic classrooms, an art-room, a science-room, a sewing-room, a cooking laboratory, a small dining-room, and a principal's office. A large, well-lighted basement room in the neighbouring high school was equipped as a wood-working room and a smaller one as a household-mechanics room. The forge and sheet-metal room of the King Edward High School is still used by the Junior High School students part of the time. With this increased accommodation the school was in a position to do better work and permit of considerable growth.

The second year of this school's existence has demonstrated beyond a doubt that it is filling an important place in our school system; and after observing its work for two years I have no hesitation in recommending it as our best school for a large number of boys and girls. The fact that it may lead to the ordinary high, to the technical high, or, after this year, to the commercial high, besides giving two good years' training to those leaving school to go to work, should make it popular.

Though the increase in school population was slight for the entire city during the year, it was so great in certain sections that part-time tuition had to be resorted to for four classes during the winter term. This we have remedied for the autumn term by a change of district boundaries and a transfer of pupils from crowded schools to others less crowded.

SCHOOL MONEY BY-LAWS.

Realizing the importance of providing permanent school accommodation in anticipation of a marked increase of school attendance in the near future, the trustees had four school money by-laws submitted to the ratepayers last May. While all were defeated, the vote was an encouraging one. It indicated that the ratepayers were sympathetic, in a measure, with the School Board, especially in their desire to remedy the bad housing conditions in the elementary schools. The vote as tabulated below shows that a majority of ratepayers favour a reasonable school-building programme for the city:—

By-law.	Cost.	Votes for.	Votes against.
New School-sites	$ 15,000	1,658	1,832
New High School	275,000	1,193	2,260
Addition to General Gordon School	130,000	1,889	1,676
Addition to Hastings School	130,000	2,025	1,523

Exchange Teachers.

During the year three of our teachers—Miss D. G. Chandler, of Dawson School; Miss M. S. Hardwick, of Strathcona School; and Miss Gertrude Brown, of Macdonald School—taught in London, England; while Miss N. Ryan, Miss J. E. Chapman, and Miss E. S. King took their places in Vancouver. All these teachers expressed themselves as well satisfied with their year's experience. In fact, Miss Hardwick, who spent much time in the continuance of her art studies in night-classes in the London Polytechnic, has asked and been granted another year's leave to continue her studies. At the end of that time she should return to fill an important place in our schools.

While much has been done in Canada to encourage teachers to exchange with overseas teachers, little or no encouragement has been given for interprovincial exchanges. It seems to me the latter may prove as advantageous as the former; and I am pleased to report that the Vancouver School Board, with departmental approval, has arranged for an exchange between Toronto and Vancouver for the current year.

Physical Training.

A very important advance was made in our schools last year in the securing of a highly trained physical instructress to devote all her time to remedial physical work. Our Medical Officers have long urged the necessity of this, and I am satisfied it is of almost inestimable value. The ordinary teacher, or cadet instructor, especially under proper supervision, can do a great deal for the physical betterment of normal boys and girls; but they are powerless in dealing with the physically abnormal or subnormal cases. These need the direction of the expert and that is what the Vancouver School Board has provided for them.

During the past year our physical-training specialist has dealt with 1,236 of such children. Naturally she could not devote to each all the time necessary. She consequently sought and secured the hearty co-operation of parents to ensure her instructions being carefully carried out by the pupils. In this way most encouraging results were obtained.

In carrying on this work we believe we are on safe ground, proceeding on the assumption of the great Teacher—"They that are whole need not a physician but they that are sick." The school economist may decry the additional expenditure and call the work a frill; but the man of vision will see in it a wise investment that will pay big dividends in due season.

Apart from this special work, teachers, cadet instructors, and nurses followed carefully throughout the year their respective programmes for the physical betterment of the children, and with gratifying results.

Music and Violin Instruction.

Never in the history of the Vancouver schools was a greater or more intelligent interest taken in school music than last year. This I attribute mainly to the unquestioned ability and fidelity of the supervisors and the consequent co-operation of teachers with them. At the musical festival held in the city in May, sixteen elementary-school choirs competed and their performances were highly creditable. Singing has also been greatly encouraged in our high schools.

In January steps were taken to organize classes for violin instruction. Six teachers were engaged. These met approximately 300 pupils in eleven different centres between 3.30 p.m. and 6 p.m. Each pupil was given two half-hour lessons per week, for which 50 cents was paid. Classes varied in size from ten to twenty or more.

A great deal of interest was manifested in this new venture from its inception—most of it friendly, a little the reverse. The latter manifested itself in a protest against additional expenditure, but, when it was shown that the classes could be conducted at no expense to any one save the parents of the children enrolled, all opposition ceased.

After six months' observation I am convinced there are great possibilities for these classes, although many obstacles have been encountered. The ideal conditions we must strive for are medium-sized classes (about ten), teachers who can give class as well as individual instruction, and classes meeting in their own schools immediately after schools close. Where these conditions were approximated last year good results were obtained.

Domestic Science and Sewing.

Sewing in Grade VI. reached a higher plane last year than for some years past. This was largely attributable to the untiring, intelligent work of the supervisor, who in a couple of years had secured the earnest co-operation of the teachers under her supervision.

Our Domestic Science Supervisor, Miss E. Berry, has also so planned the work for Grade VIII. that considerable sewing is carried on by the girls in these classes. With this foundational work better done, we may look, in the near future, for better work in the sewing classes in our high schools.

Another forward step in this department is deserving of note. For a number of years our nurses took great interest in our Grade VIII. girls. They organized classes in a number of schools to give them instruction on home-nursing. These classes were held after school and attendance was therefore optional. They were consequently limited in their scope despite the splendid efforts of the nurses.

Now all is changed. This much-needed instruction is being given as part of the Domestic Science Course and is obligatory for every girl.

GENERAL SCHOOL ACTIVITIES.

Throughout the entire year the work in all departments was carried on with the usual fidelity by the various school-workers, and the relationship between the schools and the community was never better.

I have, etc.,

J. S. GORDON,

Municipal Inspector of Schools.

VANCOUVER, SOUTH, SCHOOLS.

SOUTH VANCOUVER, B.C., September 13th, 1924.

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

SIR,—I have the honour to submit the following report on the schools of the Municipal District of South Vancouver for the year ended June 30th, 1924:—

ENROLMENT.

	1922–23.	1923–24.
Elementary schools—Pupils enrolled	7,118	7,343
High School—Pupils enrolled	565	655
Totals	7,683	7,998

Part-time tuition has been necessary throughout the year in some of the schools, but the foresight of the School Board in providing additional class-rooms will obviate the necessity for part-time classes at least for the first term of the next year.

A technical high school is a necessity in this district. The present high school is taxed to the limit of its accommodation and a demand by parents who wish their children to receive technical training as a foundation for their future progress is in evidence. Plans for such a school were framed by the present Board, but these could not be executed on account of the lack of funds for the purpose. Meantime pupils who take technical courses, apart from the commercial, have to enter a technical school in Vancouver or New Westminster.

HAND-WORK IN THE GRADES.

Prior to 1914 training in hand-work was provided for in all the grades, but due to war and other causes this work was discontinued in some grades, leaving a gap between the training in hand-work in the primary grades and grades in which manual training and domestic science are taught. This gap should be closed.

TEACHING.

In general, satisfactory work in teaching has been done throughout the year, but weak links have been discovered and some of these have been replaced. Teachers are finding inspiration in summer courses provided and are attending these in numbers that are increasing annually. Splendid co-operation and loyalty are characteristics of the teaching staff.

Special Classes.

A special class for handicapped pupils was organized early in the year, and under instruction of Miss P. C. Becker this class has made remarkable progress. There is need of another class of this type at the present time.

Supervisors.

Supervision of the work in the primary grades has been effectively carried on by the primary supervisor, whose work has been extended this year to include all classes in Grades I. and II. Teachers in these grades find in her a wise counsellor and guide.

The supervisors of domestic science and manual training are required to teach their subjects in the high school. The greater part of their time is spent in this work, yet they are able to give sufficient time to supervision to co-ordinate the work of the various centres under them and to raise the standard of work done by the less experienced teachers.

Physical Training.

There is evidence of improvement in the teaching of this subject in all our schools, and while no more time is being spent on this work, greater enthusiasm is noticeable. Effort is being made to have this training take place in the open air wherever and whenever possible and results prove the desirability of this practice. All the pupils are taught how to play games.

School Sports.

Organized games are employed as a means of developing and strengthening character. Competitions between representative teams from the various schools are carried on to promote interest in sports, but the most effective work is done in individual schools, where the children are all taught how to play and where their play is organized and under efficient supervision. Pupils who play well, work well in the class-room, and many of our teachers have discovered this fact.

Night-schools.

Night-school classes were successfully conducted throughout the winter months. The following subjects were taught:—

	No. of Pupils.
Singing	38
Millinery	38
Dressmaking	104
Book-keeping	16
Stenography	44
Typewriting	44
Public School Continuation	26
Household Science	8
Total	318

Health Inspection.

During the year the work in this department has been heavy owing to epidemics of contagious and infectious diseases. A staff of one doctor and two regular nurses was kept very busy throughout the year. For about ten years the cleaning of basement walls and ceilings had not been given attention. The class-rooms and halls had not been kalsomined. This state of affairs was most unfavourable to good school health. It may be that these unfavourable conditions had a direct effect on the general health situation. Steps have been taken by the School Board to effect a thorough clean-up before the schools open for the next term.

During the year twelve class-rooms have been built and furnished. This increased accommodation has brought much satisfaction to the parents and the Board of School Trustees, who are at all times anxious to avoid overcrowding in the schools, so that the children may not suffer loss of educational opportunity.

I have, etc.,

Alex. Graham,

Municipal Inspector of Schools.

VICTORIA CITY SCHOOLS.

VICTORIA, B.C., October 1st, 1924.

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, 1924:—

Expenditures, Receipts, and Net Per Capita Costs, 1923.

School.	Expenditures, including Interest and Sinking Fund.	Receipts (all Sources).	*Per Capita* Cost based on Average Attendance.
Victoria College	$ 24,285 24	$ 12,924 39	$ 90 88
High School, including Technical	143,511 16	38,785 73	112 60
Graded schools	347,097 43	77,274 92	55 37
Manual training	12,590 75	2,651 88	11 50
Domestic science	6,974 24	1,918 71	7 99
Night-schools	5,297 38	3,470 98	4 14
Sundry items	562 26	1,093 94	.....
Totals, 1923	$540,318 46	$138,120 55	$ 67 85
Totals, 1924	563,927 37	127,875 10	70 04

The 1923 net cost, therefore, to the taxpayers of Victoria was $33,854.36 lower than in 1922. This was due to larger classes, liquor profit receipts, increased college fees, and placing a fee on high-school students over 17 years of age.

The total enrolment was slightly lower than the previous year owing to the general economic conditions prevailing.

The City Council's approval of the extraordinary estimates for the year enabled the Board to make much-needed improvements to the high school and Victoria West grounds. Also, assistance from the Margaret Jenkins Parent-Teachers' Association permitted the planned improvements to the grounds of that school to be completed. A further small expenditure next year will be necessary to complete the high-school grounds and give the students of that institution adequate facilities for outdoor activities. In carrying out this work valuable advice and assistance were received from officials of the Provincial Departments of Education and Public Works respectively. The area of the Oaklands grounds was increased by the City Council's action in setting aside for this purpose certain reverted lots.

As a result of the conscientious effort of the teaching staff a good measure of achievement was accomplished. There is still room for better procedure in dealing with the brighter pupils. Economical administration must give these pupils the opportunity to progress as rapidly as possible. Any other organization wastes, more or less, the time and effort of both teacher and pupil, besides increasing school costs. In too many classes the pace is set for all by the mediocre pupil. As a result the brighter ones lose interest and form habits of indifference. This defect can only be overcome by frequent tests, careful grouping, and close supervision.

Probably a greater effort should be made towards the mental development of the pupil. There is too great a tendency to "spoon-feed" and make lessons mere recitations and memorization exercises. The methods employed should compel mental effort, otherwise there can be little development. It is the business of the schools to turn out educated pupils and those who have little reasoning ability cannot be classed as educated. Responsibility for this defect cannot be placed entirely on the schools. Lax home discipline and acceding to every desire or caprice of the child do not tend towards healthy mental growth, but develops an attitude of expecting things without effort.

There seems to be increasing unrest amongst parents regarding the time necessary to prepare home lessons. This applies more particularly to high-school work. The average student who has given diligent application to his studies at school should not be required to spend three or four hours, practically up to bed-time, in home study. This makes the day's work too heavy and eventually is bound to react unfavourably, both as regards the health and progress

of the student. Besides, time to engage in the social life of the home is both the parents' and the pupils' right. Too frequently a teacher assigns home-work in a certain subject without weighing carefully the time necessary to prepare same and also considering assignments in other subjects. In an endeavour to provide a certain amount of relief, the Board, with the approval of the Department, has extended high-school hours to 4 p.m. The extra period is to be devoted to supervising study, supervised field sports, and other extra-curricula activities. This extension of time is also being tried out in the George Jay Graded School for Grade VIII. pupils to see if home-work for these pupils can be almost eliminated.

Examination results for the year were satisfactory on the whole. The Entrance passes in two graded schools were low and there were too many high-school candidates with supplementals against them. This was due mainly to defective classification and indifference of the pupils rather than to faulty teaching.

With the co-operation of the Industrial Committee of the Chamber of Commerce, visits to industrial concerns were arranged for the pupils of Grades VII., VIII., IX., and X. of Victoria, Esquimalt, Oak Bay, and Saanich schools. The object of these visits was to interest the pupils in home industries, familiarize them with the manufacturing processes employed, and to impress upon them the economic value of these industries to the community.

Each plant was first visited by the Technical Supervisor, who, with the assistance of a responsible official of the firm, made a careful analysis of the processes involved, number of employees, markets, danger-points, etc. A copy of this analysis was placed in the hands of each pupil before the visit to assist in systematic and intelligent observation. The visits were arranged so that there was virtually no interruption in the regular school-work. The teacher in charge reported on each visit and in every instance the visiting pupils were treated with the greatest courtesy. Undoubtedly, all concerned benefited greatly.

The difficulties in connection with the attendance of Chinese pupils apparently have been adjusted satisfactorily. After remaining away for one year these pupils returned at the commencement of the year. The classes were placed in the hands of competent teachers and when pupils had sufficient knowledge of English they were permitted to attend the regular district schools. With due consideration to the general interests of the schools, the Board has endeavoured to treat these pupils fairly and do everything possible to promote their progress.

Victoria College has shown steady and satisfactory progress since its inception in September, 1920, as is shown by the following table:—

	Attendance.		Fees.	
1920–21	1st year	63	Per student	$40
	2nd year	12		
1921–22	1st year	81	Per student	50
	2nd year	23		
1922–23	1st year	102	Per student	50
	2nd year	28		
1923–24	1st year	108	Per student	75
	2nd year	32		
1924–25	1st year	134	Per student	75
	2nd year	39		

In the session 1920–21 the following subjects were offered: English, French, Latin, Greek, mathematics, physics, chemistry, European history, and philosophy. Since that time Canadian history, economics, and mathematics, 4 (astronomy), have been added to the curriculum, whereby the course has been widened and enriched and students have been given a greater number of options which enables them to select subjects suitable to their individual tastes and requirements.

The rapidly increasing attendance has made necessary the following additions to the teaching staff: one part-time Instructor in English; one part-time Instructor in History; one part-time Assistant in Chemical and Physical Laboratory; one part-time Assistant in Physics and Mathematics, 4.

The present situation surrounding retiring allowances to teachers is far from satisfactory, and no doubt this important question will receive the attention of the Commission now conducting a survey of educational work, as the matter is becoming more acute each year. Satis-

factory systems have been adopted elsewhere, the supporting fund being maintained by contributions from teachers, School Boards, and the Provincial Treasury.

In memory of his deceased daughter, a former student of the high school, the Hon. R. F. Green, donated a scholarship to be known as the "Cecelia Green Memorial Scholarship." This scholarship will be awarded to the student of Victoria High School who ranks first in general proficiency at the Junior Matriculation Examination held in June.

An outstanding event in the school-year was the visit of the Special Service Squadron. Pupils of the district under class organization visited the fleet and high-school students had the privilege of an address from Vice-Admiral Sir Frederick L. Field, K.C.B., C.M.G.

The following deaths, which occurred during the year, are deeply regretted: R. W. Perry, ex-school trustee; Dr. H. J. Mason, school dental officer; L. J. Cranston, ex-high-school teacher; T. W. Cornett, high-school and college teacher.

I have, etc.,

GEORGE H. DEANE,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

VANCOUVER, B.C., June 9th, 1924.

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, 1924.

The following shows the enrolment for the fall term, September to December:—

	Enrolled.	University Graduates.	Regular Students.	Teachers from Great Britain.
Females	335	35	298	2
Males	70	16	53	1
Totals	405	51	351	3

During the term four young ladies withdrew on account of illness. The three Old Country teachers completed their required attendance and were recommended for the usual interim certificate. At the close of the term four students who had received Normal School training in Eastern Canada were granted diplomas and two students with previous Normal School training in this Province were recommended for interim certificates. Fifty of the University graduates left to finish their training at the University. One University graduate was allowed to return and complete his training at the Normal School. Seventeen students whose work during the term was not satisfactory withdrew at the close of the term in December.

At the opening of the advanced session in January 325 of those attending during the fall term returned. These were joined by eighteen students with previous Normal School training and one teacher from Scotland. Thus the total enrolment for the advanced session was 344—288 young ladies and 56 young men. During the term four withdrew because of unsatisfactory work and one because of illness. The one Old Country teacher was recommended for an interim in April. The session closed with an enrolment of 338.

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

	Females.	Males.	Total.
Enrolled	352	72	424
University graduates	35	15	50
Regular students	314	56	370
Teachers from Great Britain	3	1	4
Withdrew, work unsatisfactory	21	....	21
Failed	15	....	15
Withdrew on account of illness	4	1	5
Interims recommended	50	6	56
Diplomas granted	227	50	277

The personnel of the staff remained as in 1923. During the extremely heavy enrolment of the fall term we were very pleased to have the assistance of Inspector Lord. His help was most acceptable at a time of great need.

The instruction in physical training was conducted during the session by Sergeant-Major Wallace, Sergeant Frost, and Sergeant Knox. Very satisfactory work was done in this department. Of the 377 students examined, 355 qualified for Grade "B" certificate.

The very large attendance during the entire session has made the work extremely heavy. This, however, has been offset in large measure by the most hearty co-operation on the part

of the student body. The students-in-training have done most satisfactory work and a splendid spirit was strongly in evidence.

I wish to thank the members of the staff for their hearty and loyal support during the year.

Our thanks are extended to the teachers in the Model, Cecil Rhodes, and Lord Tennyson Schools for the great help they have given to our students-in-training. Our thanks are due also to the principals and staffs of the Lord Roberts, Dawson, Central, Strathcona, Mount Pleasant, and Simon Fraser Schools for their courtesy and kindly assistance during periods of observation. These sessions of observation have been a source of inspiration to our students.

I have, etc.,

D. M. ROBINSON,
Principal.

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., September 17th, 1924.

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

SIR,—I beg to submit the following report on the Provincial Normal School at Victoria for the school-year which ended June 30th, 1924:—

The total enrolment for the year was 287. This enrolment and the final results are set forth in the following table:—

	Women.	Men.	Total.
The number granted diplomas	201	36	237
The number granted interim standing	24	4	28
The number who discontinued attending during the year	9	5	14
The number who took special short courses	3	1	4
The number who failed	3	1	4
Totals	240	47	287

The enrolment for 1922–23 was: Women, 201; men, 68; total, 269.

Of the fourteen who discontinued attending during the year, one, an Arts graduate, transferred to the University of British Columbia in January, 1924; three whose homes were in Vancouver transferred in January, 1924, to the Provincial Normal School at Vancouver; two transferred to the Victoria Arts College; and eight left school.

The increased attendance during this year made it necessary once again to extend our facilities for practical teaching. The classes of the George Jay School were chosen for this purpose and used one-half day each week.

A course of instruction in first aid to the injured was again given to the men students. Colonel Lorne Drum and Colonel Anderson both gave instruction. With the exception of two, all members of the class obtained St. John Ambulance First-aid Diplomas.

In August, 1923, Miss A. M. Macfarlane, who has had charge of the Department of Household Economics for three years, resigned. Miss Macfarlane was always an enthusiastic teacher, an untiring worker, and a most efficient member of the Faculty. Her resignation has occasioned a real loss to this institution. Miss A. B. Marcellus was appointed to succeed Miss Macfarlane, but resigned from the position in December. Miss L. B. Isbister, of Saskatoon, Saskatchewan, took charge of the work in January, 1924.

During the summer of 1923 three members of the Faculty—Mr. Denton, Mr. Freeman, and the Principal—attended the special courses for Inspectors and Normal School Instructors given at the University of British Columbia.

To the principals and teachers of the Model, North Ward, Oaklands, and George Jay Schools, and to Mr. George H. Deane, Municipal Inspector of Schools for Victoria, we are much indebted for their efficient and cheerful co-operation during the year.

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 for the school-year ended June 30th, 1924:—

During the year there were seventy-two pupils enrolled—sixteen blind and fifty-six deaf. Among the latter there were two pupils both deaf and blind.

Of this total enrolment, twenty-five pupils came from Vancouver and immediate suburbs and attended as day pupils. The remaining forty-seven lived at the school throughout the year, thus necessitating the employment of three supervisors to look after them during the hours they were out of the class-rooms.

The school is graded into nine classes—two for the blind and seven for the deaf.

It will thus be seen that the classes are quite small in point of numbers, but this is necessitated by the very nature of the work, which requires far more individual attention than with children in the public schools.

The majority of schools of this nature in other parts of Canada and throughout the United States consider eight pupils to a class the maximum. Ours being comparatively a young school, it has been found necessary to have some classes rather above this limit, while others are below it.

In the classes for the blind we are able to follow the course of study as authorized for use in the public schools of the Province.

During the year four blind children did first-year high-school work. Five completed part of the work required for entrance. The other seven were occupied in work of the lower grades.

With deaf children the situation is quite different. A great deal of time must be spent and stores of patience exhausted in developing speech and furnishing each child with a language sufficient to express thought in even the simplest sentences. But notwithstanding this the general knowledge gained will compare favourably with that of hearing children in other schools.

Nothing of a spectacular nature has characterized our efforts, but there has been steady and commendable progress along all lines.

The teaching staff consists of nine members, including myself. I have found it necessary to continue to give full time to one class, although the burden of argument is rather against this plan, especially in a school of this nature.

Greater efficiency and better progress are possible where the principal is free to devote time to all classes.

I wish to mention also that frequent change of teachers does not promote the best interests of the school. This, of course, is to a very large extent unavoidable.

The Rocky Mountains and great prairies separate us from the chief sources of supply. And in most cases, where teachers turn toward the West Coast, it is generally with the intention of only making a visit and returning East at the earliest convenient moment.

There is also another factor which has deprived me of two valuable teachers, the lure of remuneration. There are not a few schools who are waiting to snatch especially well-qualified teachers and pay them quite handsome salaries. This, of course, creates some unrest and a desire to be within easy access of such offers.

I am pleased, however, to report that, although I had to fill three vacancies on the staff at the beginning of the year, I was able to secure very excellent teachers. Two of them still remain, but one, the teacher of the primary class, was compelled to resign on account of ill-health. Her place has been filled by Miss Christina Miller, an experienced teacher from the Doncaster School for the Deaf, Doncaster, England. In the short time Miss Miller has been with us she has justified the good reports which preceded her.

Without singling out the members of the staff and speaking of each individually, I wish to convey to you, and through you to the public generally, that each member of the staff is

instant in season and out of season in doing the very best possible for the children sent here to be educated.

Human relations are fundamental to all questions, and each teacher feels that it is incumbent on him or her to equip the children to cultivate these relations in accordance with the New Commandment given by the Great Teacher, "That ye love one another."

In my report for the previous year I was able to boast of an almost unparalleled health record. I regret I cannot do so on this occasion.

In March, 1924, measles broke out in the school and for two months the place became a hospital rather than a school. The classes were disorganized and the work greatly interrupted. There were in all fifteen cases and the disease was of a very severe type. Five children became affected with ear and throat trouble which necessitated the services of a specialist. In one case a mastoid operation had to be performed. In two other cases this was averted only by the most careful nursing and constant attention.

Apart from this epidemic, the general health was excellent. An occasional cold in the head was all that called for attention.

This, in my opinion, was due to the good sanitary conditions, pure air due to the location and the watchful motherly care exercised by the Matron, Mrs. Lawrence, and her assistants, Miss Bruze, Mrs. Tyler, and Miss Grant. They saw to it that the children got well-balanced meals, plenty of outdoor exercise, and regular hours for sleep.

It being the aim of the school to do more than cultivate intellect and build up healthy bodies, we endeavour to train the children along vocational lines. Education of this nature is perhaps more essential among the deaf and the blind than among hearing and sighted children. Place both on the same plane with equal equipment and the hearing and sighted are chosen first. It requires some argument to persuade employers to consider the deaf or the blind.

Our efforts to educate along vocational lines were generously assisted by the Point Grey School Board. I cannot speak too highly of Mr. Frank Peace, Secretary of the Point Grey School Board, and those associated with him for their kindly assistance.

The boys were allowed the use of the manual-training room at Queen Mary School and they were given instruction by Mr. Frank Lawrence, the manual-training teacher at that centre.

A class of girls were instructed in cooking at the same school by Miss McFarlane, who was employed by the Point Grey School Board. The same Board permitted Mrs. Abel, a teacher of sewing, to come here and teach dressmaking to our girls.

In addition to the above classes, two boys were allowed, through the good graces of Mr. J. S. Gordon, Municipal Inspector for Vancouver, to attend the Technical School to learn printing.

Owing to conditions which are assuming formidable shape in the overcrowding of schools in Point Grey, it seems that the time is not far distant when we must consider giving instruction in manual training at home. I understand the matter is under advisement now, so I shall await the outcome.

I cannot close this report, however, without making at least passing reference to the deep interest that is being taken in the school by the general public.

The Gyro Club of Vancouver showed their interest by installing for us playground equipment to the value of at least $600.

The Harmony Service Club, a ladies' organization, presented us with an Ultradyne radio set fully equipped with batteries, magna-vox, and ear-phones which are selling in Vancouver at $500.

St. Mark's Young People's Society not only gave the school footballs, baseballs, bats, etc., but came out themselves and helped to put the field in condition to play on.

Columbia Chapter, I.O.D.E., presented the girls with basketball outfit and other chapters of the same order at various times gave help in other ways.

At Christmas the Elks of Vancouver gave the children a wonderful treat. They furnished a Christmas tree and loaded it with presents for each child, and came to the number of full a hundred to enter into the spirit of the occasion with the children. They also presented the school with a valuable set of traps and drum, from which the blind have derived unmeasurable pleasure. They pay us periodical visits, on which occasions they provide an enjoyable programme and also refreshments for all.

The Elks of South Vancouver make monthly visits, when they also provide programmes of entertainment as well as refreshments. They have been here so often that they are personally known by the children, and this has a wonderful effect of making the children throw off any feeling of home-sickness which might intrude.

Space will hardly permit to mention all the evidence of public interest. Almost every week in winter some organization helps us in a very pleasing way. In fine weather the children are taken for auto rides, which only those closely connected with the work can fully appreciate.

I have, etc.,

S. H. Lawrence,
Principal.

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., September, 1924.

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, correspondence classes, and technical education generally for the year 1923–24:—

MANUAL TRAINING.

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

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

Manual-training centres	79
Manual instructors	69
Elementary-school pupils attending	12,213
High-school pupils attending	1,937

British Columbia still ranks second in the Dominion in this work, the premier position being held by Ontario, where the Government pays the whole cost of equipment.

In almost every manual-training centre we find the subject being taught by well-trained and conscientious instructors, but it is regrettable that a visit to each centre during the year was not possible. Attention, however, has been given to the new centres and to those instructors who have recently entered the profession. Advantage was taken of the fact that the Municipalities of Victoria, Vancouver, and South Vancouver have supervisors of manual training, so they were for the most part not inspected. Judging from the yearly exhibitions, however, the standard of craftsmanship is, with few exceptions, of a high order. The freedom granted instructors to select within certain limitations suitable projects has had very favourable results. This freedom is the breath of life to the subject. Ambitious, energetic, enthusiastic manual instructors meet every Saturday morning at the Technical School, Vancouver, for additional knowledge and experience in crafts which are kindred to that of wood-working. Improvement in the work done in the manual-training centres by these men is very apparent and it is to their credit that the keenness shows no signs of abating.

Last year attention was drawn to the fact that the time seemed opportune to make the teaching of manual training compulsory in all cities of the first and second class. The subject would then be securely placed on the curriculum, as it is in other progressive countries in the world, and not liable to the whims and fancies of those whose sole object is to effect economy. The few cities of the second class that have not already adopted manual training have planned and provided accommodation for it in their newer schools. Thus little expense will be necessary to introduce the subject.

Systematic courses of instruction are given every Saturday in the Technical School, Vancouver, at which manual instructors in elementary schools have the privilege of attending and qualifying to teach high-school students; and men holding high-school qualifications have at the same time an opportunity to graduate as technical-school instructors.

DOMESTIC SCIENCE.

Classes in the above subject are conducted in the following cities: Armstrong, Chilliwack, Duncan, Kelowna, Nanaimo, New Westminster, North Vancouver, Port Moody, Prince Rupert,

Wood-working shop, T. J. Trapp Technical School, New Westminster.

Metalwork shop, T. J. Trapp Technical School, New Westminster.

Vancouver, Vernon, and Victoria. Similar classes are also held in the following municipalities: Burnaby, Delta, Esquimalt, Penticton, Point Grey, South Vancouver, and in the Rural District of Rutland.

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

Domestic-science centres	51
Domestic-science instructors	54
Elementary-school pupils attending	9,231
High-school pupils attending	1,962

As in manual training, the numbers above rank the Province second in the Dominion of Canada. It was, unfortunately, possible for me during the past year to visit only rural centres and especially those operated by newly appointed instructors. Miss Isbister, of the Normal School staff, however, inspected a number of classes in Vancouver and district near the end of the school-year.

A marked improvement is noticeable in dealing with home projects in cookery. The system of dealing with family quantities and at the same time paying due attention to the theoretical and scientific side of the subject has been successfully followed in many centres. This method has found favour with both parents and pupils and will do more than any other thing to establish domestic-science teaching firmly in the schools.

Saturday classes were organized during the year in King Edward High School, Vancouver, with a view to giving teachers of domestic science in elementary schools an opportunity of preparing themselves for teaching in high school; training was also offered teachers in the conducting of vocational and technical classes for girls. Domestic-science teachers do not show the same inclination for further study on Saturdays as do the manual-training instructors, and as a result the classes were small. It should, however, be the policy of the Department of Education to continue such meetings with those who are engaged in teaching, and to promote the most approved and best accepted standards of instruction.

That many teachers of home economics have much to learn in design relating to garment-making, millinery, interior and table decoration, etc., cannot be questioned, and lessons in the mechanics of the household by a skilful teacher from the technical school should be popular. Those teachers who attended the course gained practical knowledge and information which was apparent and unmistakable in the advancement of their pupils during the year.

The time seems to be opportune for making the study of home economics compulsory in cities of the first and second class. The subject would then be placed upon an equality with others which have no greater claim to importance.

There is much important work to be done in the Province in regard to fostering and stimulating interest in the teaching of home economics and child-welfare. A special Provincial supervisor would find a great duty awaiting her to broadcast the correct interpretation of the educational aims which stand behind the subject of home economics.

Technical or Day Vocational Schools.

Technical schools are organized in the Cities of New Westminster, Trail, Vancouver, and Victoria. The three-year course of study in these schools embraces the following subjects:—

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

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

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

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

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

New Westminster,	170	students (90 Technical, 47 Commercial, 33 Home Economics).
Trail	24	students (Technical only).
Vancouver	987	students (383 Technical, 403 Commercial, 90 Home Economics, 111 Junior High).
Victoria	242	students (85 Technical, 157 Commercial).
Kamloops	23	students (Commercial only).
North Vancouver,	67	students (Commercial only).
Point Grey	42	students (Commercial only).
Revelstoke	18	students (Commercial only).
South Vancouver,	80	students (Commercial only).
Total	1,653	students.

COMMERCIAL COURSES.

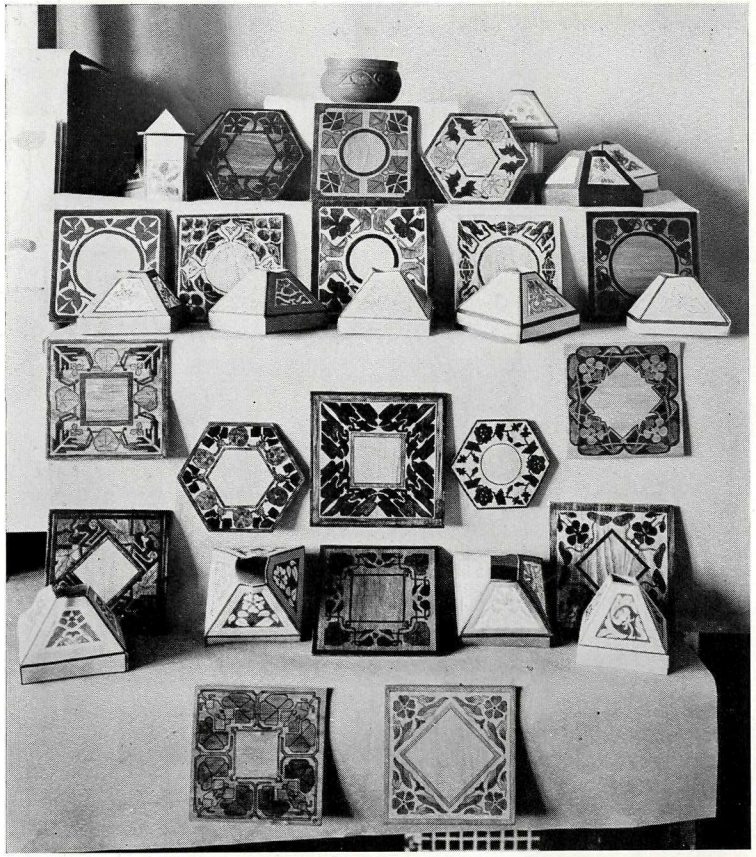
Cranbrook and Ladysmith unfortunately closed their commercial courses owing to the difficulty of obtaining satisfactory teachers. This weakness has been remedied and an excellent training class has been operating during the past year at the High School of Commerce, Vancouver, whence commercial teachers may graduate. At the completion of this training course, which coincided with the closing of the summer school session, twenty-three students sat for the Assistant Commercial Teachers' Certificate and three for the Specialist Commercial Teachers' Certificate. Training for commercial activities will always form a very important part of technical education in the Province of British Columbia, owing to the fact that Greater Vancouver is speedily becoming an important distributing centre for the Western Provinces and the Orient. At the present time it may be noted that wholesale and retail stores, warehouses, business offices, and selling agencies absorb the greater proportion of the working population. For this reason it would be advantageous to introduce the subject of salesmanship into the Commercial Course. This subject, embodying as it does the study of deportment and ethics, together with consideration of all that makes for good citizenship, would prove of immense value to those who are preparing for the business world. The Commercial Course has been greatly improved during the past year and the changes will be sure to appeal to those who have practical office experience and can thus appreciate the kind of knowledge which is of greatest practical value. In the third year, for instance, the course is now divided into two sections—(*a*) secretarial and (*b*) accounting—the student thus being able to specialize. The requirements of statute and commercial law have been reduced to the minimum, it being accepted that a full discussion of those subjects is suitable only to the maturer minds of those who attend university courses. When a chair for commercial education has been established in the University the legal aspects of business life will be dealt with in an appropriate manner.

As far as can be judged from reports of employers and from results in the Canadian National Typewriting Competition of 1924, the teaching in the larger centres may well be regarded with satisfaction. In the open championship competition (professionals and others) a student from Point Grey High School won sixth place; and in an open competition in Vancouver a student from the High School of Commerce took first place with a speed of seventy-seven words per minute for fifteen minutes. Two students won Remington typewriting-machines for absolute accuracy at over sixty words a minute for fifteen minutes; while numerous bronze and silver medals were also won by high-school pupils. Gold medals were gained from the Remington Typewriting Company by students from Point Grey High School and the High School of Commerce, Vancouver.

TECHNICAL COURSES.

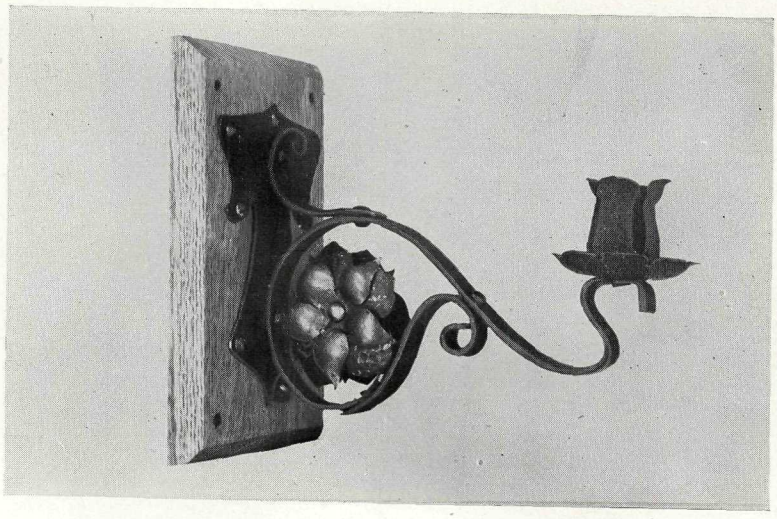
The High School Technical Course is gaining steady favour in the cities where such is in operation.

In Vancouver and New Westminster a complete high-school system is in operation, and the four divisions—academic, home economics, technical, and commercial—may be seen functioning and forming what is termed in Ontario a Composite High School. In New Westminster the T. J. Trapp Technical School has drawn together a group of students with many diversified attainments, thus creating a most difficult problem of grading. With a small staff the following

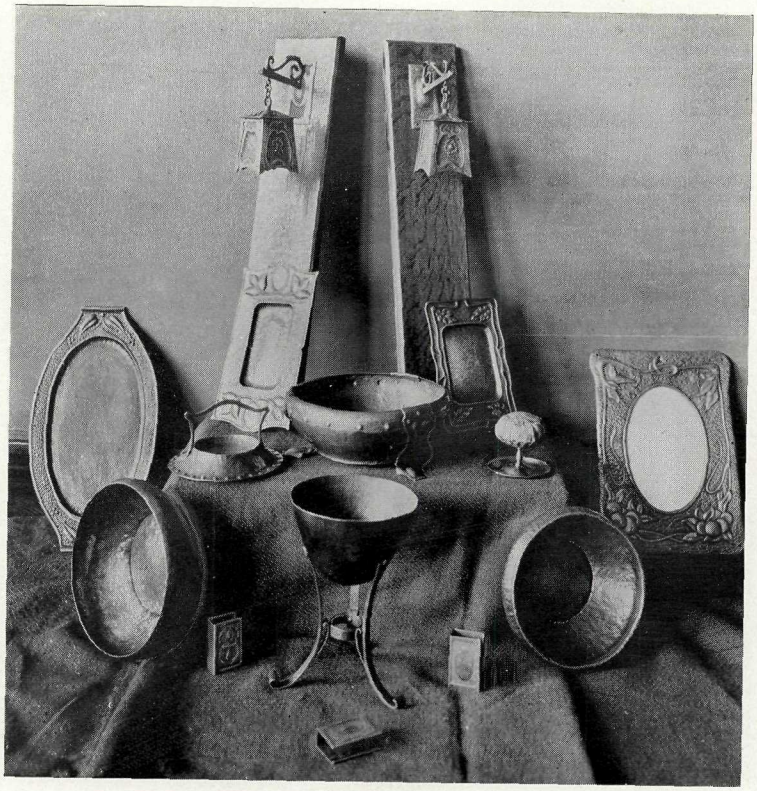


Decorative designs on " Lamateo " three-ply wood.

Decorative needle craft, Senior Grade, from Summer School, Victoria.



Example of wrought-iron work from New Westminster Technical School.



Copper repoussé work from the Summer School, Victoria.

sections are conducted: Boys' Junior High School; Girls' Junior High School; Three-year Technical Course—(*a*) Leaving Certificate, (*b*) University Matriculation; Three-year Home Economic Course; Three-year Commercial Course. No other school in the Province has gathered all these sections under one roof, but the school trustees must be commended for having provided an excellent technical school for the benefit of the children. They are also to be congratulated on taking advantage of section 138 (2) of the "Public Schools Act," in obtaining the assistance of an Advisory Board. The men appointed to this Board are engaged in manufacturing enterprises and are in close touch with the industrial needs of the community. They can give reliable advice regarding the subjects which should be emphasized in technical classes both in day and night schools, and also help in choosing suitable instructors for the practical work of the shops.

The formation of this Board in New Westminster has been an unqualified success, and the immense amount of work connected with the ordinary school system in Vancouver, South Vancouver, and Victoria makes a similar step in these cities very desirable. It has now been proven beyond a doubt that the students in the Technical Course can at the end of three years successfully attack the examinations for University Matriculation. For those, however, who do not wish to proceed to University the Technical Leaving Certificate is provided. Some employers of labour openly state that they are so impressed by the boys in their employment who have completed the High School Technical Course that they will in future employ no others. It seems reasonable to expect that a boy who has found by experience of various activities in school that he is desirous, for instance, of becoming an engineer will find, when he starts work in an engineering shop, that his previous experience in a school machine-shop is of great value, and that his attitude towards his work will be better than that of a boy who has drifted into the trade through the influence of some friend or who has been attracted to it in some haphazard way. It is expected that the Technical Leaving Certificate will soon be a card requested by all employers engaged in manufacturing, and that the boys who hold such will always feel their responsibility to give that faithful intelligent service for which the certificate stands. Something might well be done to simplify the course of work for the Technical Leaving Certificate, as the course is now somewhat heavier than that leading to University Matriculation.

The Board of School Trustees of Nanaimo has in view the establishment of courses in technical and home economics subjects. To this end a large shop for wood and metal work is being equipped by the students themselves, and when this is finished they intend to commence the building for home economics.

In the coming year my attention will be concentrated on developments of an immediately pressing nature. These are as follows:—

(*a.*) Extended facilities in Vancouver Technical School for studying motor mechanics.

(*b.*) The establishment of a School of Applied Art and Design in the City of Vancouver and the appointment of an Advisory Board in Vancouver.

(*c.*) Extension of the Technical Course in Victoria to embrace a third year and an increase of the facilities for motor mechanics.

(*d.*) The establishment of a School of Applied Art and Design in the City of Victoria and the appointment of an Advisory Board.

(*e.*) A Three-year Technical Course in the South Vancouver High School and better facilities for the Commercial Course.

(*f.*) Technical courses in the High Schools of North Vancouver, Burnaby, Point Grey, and Nanaimo. With these in operation a complete consolidated Technical and Trade School for Greater Vancouver would be found necessary and practicable. The Schools of Applied Art and Design alluded to above are required greatly as centres for educating the taste of the craftsmen. Most of the failures in the manufacturing of local products may be traced to a certain crudeness in production and the standard of taste must be improved. In prominent manufacturing countries this is accomplished through the training obtained in schools of design. The French milliners and dressmakers have such schools in their midst, at which they may obtain free instruction at nights. The design schools of the pottery districts in England, France, and Austria and the design schools in the woollen districts of England and Scotland are all actively engaged in raising the artistic standard of the products in their respective districts. Observation of imported goods in departmental stores in our midst will prove the value of such training and will emphasize the necessity for similar training for the workers of British Columbia who ultimately compete with those from other lands.

Teacher-training for technical-school work is proceeding satisfactorily on Saturday mornings and the members of the class are composed entirely of practical craftsmen who are engaged as manual instructors. These men, therefore, have had preliminary teaching experience and are well prepared for advancement when it comes. The training classes referred to are marked by earnestness and whole-hearted enthusiasm, without which the work would be dull and uninteresting. These classes provide outlets for the activity and ambition of the men; they are the means whereby instructors may rise in their profession; rungs of the ladder by which they may climb from manual instructor in the elementary school to instructor in the high school, and from there to the technical school. By persisting in this policy we shall be ready for any progressive moves taken by School Boards in the Province and success in the work of technical instruction will be well assured.

NIGHT-SCHOOLS OR EVENING VOCATIONAL SCHOOLS.

Night-schools are conducted in thirty-six cities and rural municipalities in the Province and 5,044 students were in regular attendance during the year, with a staff of 205 individual teachers engaged in the work of instruction. While these numbers may be considered satisfactory owing to the fact that they rank the Province third in the Dominion, yet they are but a fraction of the number which should be placed to our credit. The truth of the matter is that many school trustees, with their secretaries, are usually so busy with day-school work that they hesitate to enlarge their scope of usefulness by embracing the problems of night-school students. It is work which undoubtedly calls for self-sacrificing devotion from members of the Board, but the immense benefit which accrues to the community will be found to repay amply public-spirited school trustees for their time and labour. Moreover, in larger centres they will be well advised to seek assistance by appointing a director of night-schools and to invite the aid of an advisory committee as recommended in the Manual of School Law, section 138 (2).

The following subjects are included in the night-school courses: English, English for foreigners, subjects for Civil Service examinations, subjects for pharmaceutical examinations, subjects for junior matriculation, citizenship and economics, mathematics, mechanics, physics, machine construction and drawing, pattern-making, forging, machinists' work, steam engineering, automotive ignition system, magnetism and electricity, electrical engineering chemistry, metallurgy, coal-mining, building construction, carpentry and joinery, architectural design, estimating, sheet-metal working, plumbing, painting and decorating, cabinetmaking, naval architecture, navigation, forestry, paper-making, printing, commercial English, typewriting, stenography, accounting (elementary and advanced), commercial and statute law, commercial languages—i.e., Spanish, Russian, Japanese, Chinese, French, salesmanship, drawing and design, modelling, metal repoussé, wood-carving, embroidery, pottery, china-painting, show-card writing, dressmaking, millinery, costume-designing, laundering, bread-baking, canning, cookery, music (instrumental and choral), elocution and public speaking.

This extensive range of studies shows what wonderful possibilities there are in the community for ambitious young men and women from every social and financial class. It is beneficial to the whole country when those who are willing to apply themselves assiduously to serious study are provided with the means by which they may develop their powers. One of the most democratic classes in the night-school Course is the one at which preparation may be made for University Matriculation. By the assistance gained thereat any intelligent young man or woman may gain admittance to the University of British Columbia.

Attention should be drawn to the way many Boards are being assisted in the work of night-school organization by the Women's Institutes. It is quite easy to understand the serious interest which is engendered by the members of these institutes in such subjects as dressmaking, millinery, cookery, canning, and other studies closely associated with their home and civic duties. There is also a commendable earnestness in their desire to help the School Boards to lay their educational nets so that as great a proportion of the community as possible may be brought together and receive benefit from the public funds expended. Many classes in which the members of these institutes are particularly interested are held during the afternoon, but these meetings are also arranged under the direction of the Board of School Trustees and that body sponsors the class. The usual night-school grant is paid just as if the classes were held for mutual improvement at night.

Correspondence Classes.

Courses of study by correspondence were given to the following: (1) Two hundred and forty-two pupils who live beyond the reach of schools; (2) one hundred and fifty-two coal-mine workers who wish to qualify as shotlighters, overmen, mine surveyors, and mine managers.

It is gratifying to find that the work of education is carried right into the home of the pioneer and that the education of his family is not neglected when he undertakes the arduous work of opening up the country. There is much evidence of sincere appreciation from both pupils and parents living in far distant parts, and the office staff receives from time to time proof of the good work it is accomplishing.

From the same office are sent out the lessons to those engaged in coal-mining operations. It has been made as easy as possible for a boy working in a coal district to step gradually up to the highest rung of the ladder. Such a youth can start by correspondence at 15 years of age and work to the age of 23 on the fundamental subjects of mining. Six separate sections of study at $5 per section will give him ample preparation by the time he is of age to try the shotlighter's examination. With a continuance of his study his papers as overman will not be difficult to obtain, and following on these two the aspiring coal-miner may go to any height he desires.

Moreover, under the arrangement whereby persons employed in some occupation during the daytime may try the University Matriculation Examination in four parts, it may easily be seen that an ambitious and intelligent young man may even emancipate himself entirely from his coal-mining environment and specialize in the directions which call into activity the gifts with which nature has endowed him. A combination of night-school tutorial classes in mining and the correspondence lessons referred to would give students a remarkable opportunity for advancement.

Expenditure.

The total amount of expenditure during the year of 1923–24 on the subjects referred to previously, but exclusive of manual training and domestic science and of correspondence-work with elementary-school children, amounted to $108,340.42, and of that sum the Dominion Government paid $54,170.21.

Excerpts from the latest report from the Dominion Organizer of Technical Education show that the Province of British Columbia takes fourth place for the total amount of expenditure on technical education, third place for the number of students attending night-schools, third for the number taking correspondence classes, and third for the number of students being trained as technical teachers.

Considering that the cost of administration is one of the lowest in the Dominion, it is to be hoped that the above will be considered satisfactory.

I have, etc.,

John Kyle,

Organizer of Technical Education.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., September 30th, 1924.

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

SIR,—I have the honour to submit herewith a brief report dealing with elementary agricultural education for the year ended September 30th, 1924.

The three main lines of work have been maintained during the year with but little change: (1) Work in nature-study and agriculture in the elementary schools, which includes school and home gardening, agricultural home projects, and club-work; (2) instruction in agriculture in high schools; and (3) school-ground improvement. The past season has been one of the driest on record and many gardens have suffered on that account. Unless water for irrigation purposes is available—and at many schools it is not available for that purpose—successful gardening is practically impossible. Because of this and other drawbacks some schools that started large gardens a few years ago have since abandoned them and have substituted home projects in gardening and the raising of poultry and other live stock. In spite of the generous assistance offered to School Boards towards meeting the expenses entailed in connection with this work, only a comparatively small number have carried it on successfully. This is largely due to two causes—namely, disinterested and untrained teachers on the one hand and lack of encouragement, amounting at times to stubborn opposition, on the part of school trustees. The one factor concerned in the work that is constant and that can be relied on is the child himself, for unless the work in nature and agriculture is very badly managed the children delight in it. Theirs is an interest which seems to have come down from the very dawn of human history. We hear much about the necessity of teaching the "fundamentals" in education which are supposed to be represented by the three "R's," but what could be more fundamental than the study of one's own environment and of those things that minister to the daily needs of the people. The three "R's" are far from being fundamentals in education; they are at best but convenient instruments that may be used to advantage in the acquiring of an education. They are but a means to an end.

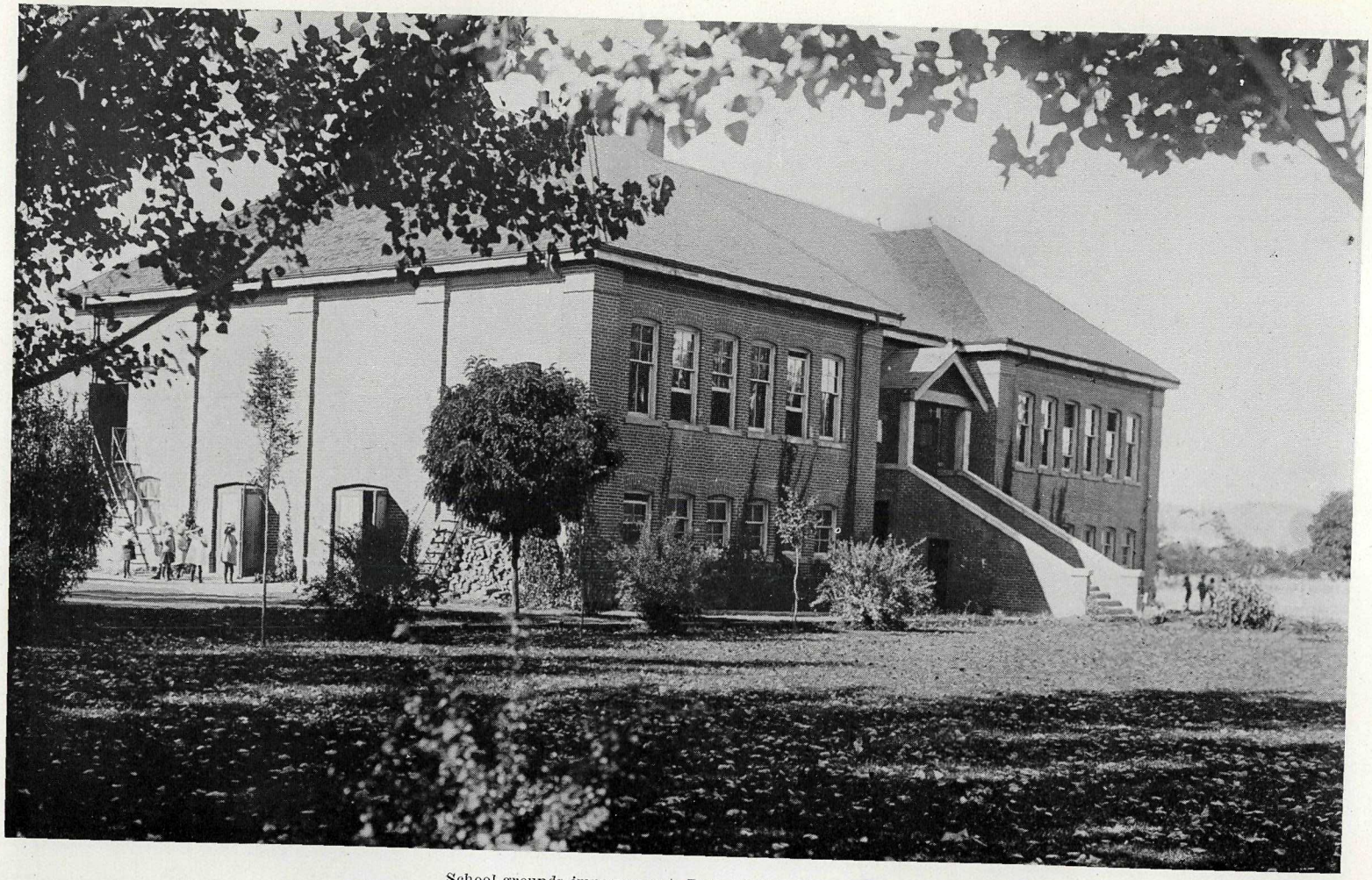
The enrichment of daily experience, the formation of habits of industry and of worthy conduct, the development of self-dependence and self-control, together with increasing efficiency and resourcefulness in varying life situations, are some of the great objectives towards which education should tend. The study of nature at first hand tends towards such a development. Ownership and responsible management and care of growing plants or of animals can also be made to do a great deal towards the all-round development of boys and girls. The scientific aspects of the study make a stronger appeal as they grow older, whilst the moral values growing out of such life-studies are paramount during these early years of adolescence. Incidentally much valuable knowledge relative to scientific agriculture is acquired and a measure of skill in farm and garden practice developed. Surely such a subject bearing so closely as it does upon the all-round development of boys and girls is deserving of a prominent place in the curriculum of studies.

During the year a few School Boards have provided for new school-gardens, generally in response to a request from the teacher. All of the gardens started during the year were in rural schools. The gardens have been particularly successful in those districts having supervisors, and this is also true of the children's home-gardens.

CLUB-WORK AND SCHOOL FAIRS.

The organization of Agricultural School Clubs has been practically confined to those districts in which District Supervisors are stationed. These home projects are of outstanding value when properly organized and regularly supervised. They make a strong appeal to parents, who are always glad to see their children taking an active interest in home affairs and in domestic undertakings. Certainly the need for some agency that can stimulate and wisely direct such a movement amongst growing boys and girls of senior public school and of junior high school age is everywhere apparent.

District School-garden Exhibit, Provincial Exhibition, New Westminster, 1924. First prize won by Chilliwack City and District Schools.



School-grounds improvement, Rutland Superior School.

Some very successful school fairs have been organized during the year, chiefly in connection with agricultural exhibitions. The District Supervisors have also led in this movement, which has now come to be universally approved and valued by the people as well as by most teachers and School Boards. As an example of worthy enterprise and whole-hearted community service, nothing has been more conspicuous during the year than the erecting of an exceptionally well-planned and commodious school-fair buildings on the fair-ground at Surrey Centre, near Cloverdale. The boys of the manual-training classes of that part of the municipality, under the energetic leadership of Mr. D. R. Johnston, instructor in manual training, planned and erected the building with the exception of the roof, which was accomplished by volunteer labour on the part of the men of the community. It has been decided by the local Agricultural Association to finish the building in a better way than at first intended. The present intention is to put in a good floor and to add a good stage and dressing-rooms, so that it will serve as a concert-hall as well as a building for school-fair purposes. It is also gratifying to note the prominent place given to municipal school sports at the annual Surrey Fair. Many fine trophies have been furnished by prominent men of the district and the competitions in school exhibits as well as in inter-school sports are keen and interesting.

School Competitions at the Provincial Exhibition held at New Westminster.

The Schools Division of the Provincial Fair prize-list has grown to large proportions and seems destined to still greater development. Almost every branch of school-work is provided for, but special prominence is given to agricultural exhibits, including garden produce, flowers, field crops, poultry and pet stock, rabbits and farm animals. Domestic-science and domestic-art exhibits are called for in cooking and baking, sewing, knitting, and needlework of all kinds for girls and a wide range of manual training work for boys. Regular school subjects such as writing, drawing, composition, geography, manual arts, nature-study, and school collections are also included.

The junior judging competitions in connection with the judging of live stock and field crops have come to be a recognized feature of the junior part of the big exhibition. The Royal Agricultural and Industrial Society, under whose auspices the Provincial Fair is held, have shown great enterprise in attracting the attention of the schools and school authorities and have given a great deal of thought, and have also expended a great deal of money towards the strengthening of the educational features of the exhibition. In connection with the junior judging competitions just mentioned, they not only arranged to billet boys and girls entering upon these competitions, but also to pay their transportation from all parts of the Province. The team contests in the judging of field crops and live stock this year attracted competitors from Kamloops, Grande Prairie, Cranbrook, Salmon Arm, Kelowna, Rutland, Summerland, Langley, Surrey, and New Westminster. Each judging team was composed of three boys or girls not over 18 years of age and all received some special training in the selecting and judging of farm crops and farm animals. With the exception of the first three teams mentioned, all of the boys and girls in the competitions are studying agriculture in high schools under District Supervisors. The first three mentioned teams were coached by District Agriculturists.

The winning teams in crop-judging were:—

First—Langley, composed of Christina Harding, Roy Mountain, and Robert McLaren; coached by J. M. Shales, B.A., B.S.A., District Supervisor of Agricultural Instruction.

Second—Surrey, composed of Mildred Calkins, Irene Christmas, and Vera McIntyre; coached by F. J. Welland, B.S.A., District Supervisor.

Third—Kelowna, composed of Gordon Meikle, Donald Loane, and Tony Pooley; coached by J. E. Britton, B.S.A., District Supervisor.

The individuals making the highest score were as follows: First, Robert McLaren, Langley; second, Roy Mountain, Langley; third, Donald Loane, Kelowna; fourth, Vera McIntyre, Surrey; fifth, Christina Harding, Langley, and Mac Mitchell, Rutland (equal).

The team contests in stock-judging were keenly contested, ten teams altogether taking part. The winners were as follows:—

First—Grande Prairie, composed of Alex Bulman, Robert Clemitson, and Ronald Teagle; coached by George Hay, B.S.A., District Agriculturist, Kamloops.

Second—New Westminster, composed of R. Nisbitt, C. Robertson, and D. MacKenzie; coached by A. M. McDermott, B.S.A., District Supervisor of Agricultural Instruction.

Third—Kelowna, composed of Donald Loane, Gordon Meikle, and Tony Pooley; coached by J. E. Britton, B.S.A., District Supervisor of Agricultural Instruction.

The winners in the individual stock-judging events open to boys or girls under 21 years of age were as follows: First, R. Clemitson, Grande Prairie; second, Gordon Meikle, Kelowna; third, A. Bulman, Grande Prairie; 4th, Charles Strachan, Kamloops; fifth, Helen White, Summerland.

Several prizes were also awarded in connection with the highest individual scores made by members of the stock-judging teams.

For the highest number of points made in the judging of horses: First, $10, and second, $8, both donated by Mr. A. McD. Paterson, M.L.A., won by Donald Loane, Kelowna, and Robert McLaren, Langley.

For the highest number of points made in the judging of dairy cattle: Special, $10, donated by F. M. Clement, Dean of the Provincial College of Agriculture, won by Lawrence Foster, Cranbrook, and Irene Christmas, Surrey (equal).

For the highest number of points made in the judging of beef cattle: Special, $10, donated by J. W. Gibson, M.A., Director of Elementary Agricultural Education, won by A. Bulman and R. Clemitson, Grande Prairie (equal).

The district school-garden exhibits were of very high quality and reflected great credit upon the pupils and the teachers. The first prize this year, which consisted of the Provincial school-garden challenge shield and a cash prize of $100, was won by the Chilliwack District under the Direction of Mr. J. C. Readey, B.S.A., District Supervisor, and the third prize of $50 was won by New Westminster schools under the direction of Mr. A. M. McDermott, B.S.A., District Supervisor.

It is expected that this Province-wide competition in judging will be enlarged next year to include the judging of poultry, as a great many boys and girls throughout the Province are deeply interested in the study and raising of poultry.

The fact that the Provincial Fair executive have, in their prize-list, made over 200 classes for competition open to boys and girls of school age shows how far-reaching is the educational influence which such an exhibition can exert in the Province. Add to this the stimulus given to school achievement along similar lines by seventy-five other fairs in the Province and the only conclusion is that the work accomplished by these fairs in the encouraging of better work along numerous lines in our schools has not yet been fully realized nor has it been adequately supported. During the last few years the Agricultural Education Branch of the Department of Education has done something to assist a number of fair executives to finance those sections of their prize-lists that have to do with school activities. I would like to recommend that assistance to school fairs in the Province generally be given wider and more generous financial support, and that school-fair organization be accorded official sanction and status in the Department of Education.

HIGH SCHOOL AGRICULTURE.

During the year the regular High School Agricultural Course was given in eleven high schools and one superior school to 516 students. This is a slight increase over last year and the largest number enrolled in any year since the work began nine years ago with eighteen students in the Chilliwack High School. No new high schools were included in the teaching of agriculture beyond those in last year's list, for financial reasons. As stated above, only eleven high schools are offering courses in agriculture, which means only one in every six. This is too small a proportion and it is hoped that means will be found during the coming year whereby agricultural instruction in high schools can be greatly extended.

AGRICULTURAL EDUCATION POLICIES IN CANADA.

During the year some investigation was made into the question of agricultural education as carried on throughout all of the Canadian Provinces in schools of both primary and secondary grade. As might be expected, there is little or no uniformity amongst the Provinces in the matter of the administration and management of agricultural education, although there is widespread unanimity as to the main values to be derived from the study of agriculture in the schools. It is felt generally by those in the various Provinces who take an active part in organization and administration that the teaching of agriculture in some form should be made compulsory in the upper grades of the public or elementary schools, following and growing out of the regular

courses in nature-study assigned in the lower grades of those schools. There is general agreement also that some form of practical work should be required in connection with instruction in elementary agriculture; in three Provinces school-gardening has so far supplied in greatest measure that need for practical work as a basis of instruction; in three Provinces supervised home-gardening has become most popular; and in the remaining three agricultural projects of a more general character, including the formation of clubs based on the raising of live stock, has had the preference. It seems evident from extended experience covering the entire field of instruction in elementary agriculture that practical nature-study based largely upon school-gardening is most desirable for boys and girls in the lower and intermediate grades, followed by or supplemented by home-gardening and home projects in agriculture in the upper grades. Where school-gardens are impracticable or undesirable for any cause, home projects in gardening or other forms of agricultural achievement should be instituted in the four upper grades of the public school at least.

From the standpoint of organization there seems to be no doubt as to where the main responsibility for all organized instruction in agriculture, or in any other subject for that matter, should rest. The unquestioned function of all Provincial Departments of Education is to organize, direct, and assume all responsibility for and all control over instruction in each and every subject set down in the curriculum for elementary and secondary schools. Whilst this must be admitted everywhere, it is also recognized that there may be and should be wide-spread co-operation in managing the agricultural programme, especially in relationship to out-of-school projects—club organization, judging at fairs, etc. In the matter of providing for the special or extended training of elementary-school teachers for the work in elementary agriculture, all but one of the Provinces carry on regularly summer courses where instruction in agriculture and related science of a more advanced character than is ordinarily given in Normal Schools is provided. Only a small proportion of the teachers up to the present time have availed themselves of these special courses. Where students have chosen the agricultural option when in high school there is a marked difference in their ability to teach elementary agriculture when they get into their own schools. Some School Boards have already recognized this and also the value of special summer-school training in agriculture or rural science as in other subjects, and when making appointments are giving the preference to those teachers who have had this special training.

It is generally agreed that the great value of elementary agriculture in the public schools is educational rather than vocational. The idea that children who study and operate gardens or who take care of poultry and live stock are naturally destined to become gardeners or farmers is absolutely erroneous. These studies have a great developmental value in child education. They supply realism to school studies that tend, in spite of everything, to become bookish and theoretical. They add enormously to life experience, which is the basis of interpretation of all new knowledge. They also tend to make boys and girls more skilful in doing useful manual things and more intelligent as to the true significance of common every-day activities, but these cannot be considered as the main objective in an educational programme.

In three of the Provinces agriculture is a compulsory high-school subject and in seven out of the nine Provinces it is a subject for matriculation or for entrance to Normal School. In four of the Provinces agriculture is closely associated with general science, whether following it or being concurrent with it. In British Columbia provision is made for a very good course in general science in Grade IX., which course forms an excellent introduction to agriculture in Grades X. and XI. or to the further study of any other science in a more formal and intensive manner. It is particularly desirable that those young people in our high schools who are later to become teachers in our elementary schools should choose the science option with one foreign language rather than to attempt to master two foreign languages. A fair understanding of even the rudiments of science is of daily value to any one, but most of all to a teacher.

British Columbia is the only Province that has made use of the District Supervisor system in agricultural instruction. The outstanding value of this system is that it brings all the boys and girls of a whole district under the direct influence of a leader in rural education and an expert in the science of agriculture whilst they are still in the public schools. Furthermore, on account of the regular and continuous assistance given to the teachers of a district by the District Supervisor, the work of those teachers is improved and the pupils are receiving added benefits on that account. Again, those students that continue their studies in the local high

school have the opportunity of electing agriculture as one of their subjects and make better progress in that subject than in some others because of continuity of instruction under the District Supervisor who directed and assisted in their instruction when in the elementary grades. The beneficial work of the District Supervisor is also seen in his ability to link up children, teachers, and parents of a large district in support of a worthy common cause. Not until the District Supervisor came upon the scene was such a thing heard of in British Columbia as a municipal school picnic or a municipal school fair or a municipal school concert. The children of the schools of those municipalities having District Supervisors have thus had their outlook enlarged and their mental and social horizon greatly widened. They have become conscious citizens of a larger and more unified constituency. Their capacity for larger undertakings and broader sympathy and tolerance has been increased. Narrow sectionalism and petty local jealousies are swept away in the broader and more liberal view that recognizes the whole municipality with its twelve or twenty schools as one big neighbourhood. This is the foundation of a saner and more inclusive citizenship which is the great need of to-day. Why should the expenditure of a few thousand dollars be allowed to stand in the way of such an important and much-needed service? From observations extending over a period of ten years in this Province, I have no hesitation in saying that no other equal expenditure of money for educational purposes has been productive of more real good to the rising generation of young men and women than that expended on the District Supervisor system of agricultural instruction.

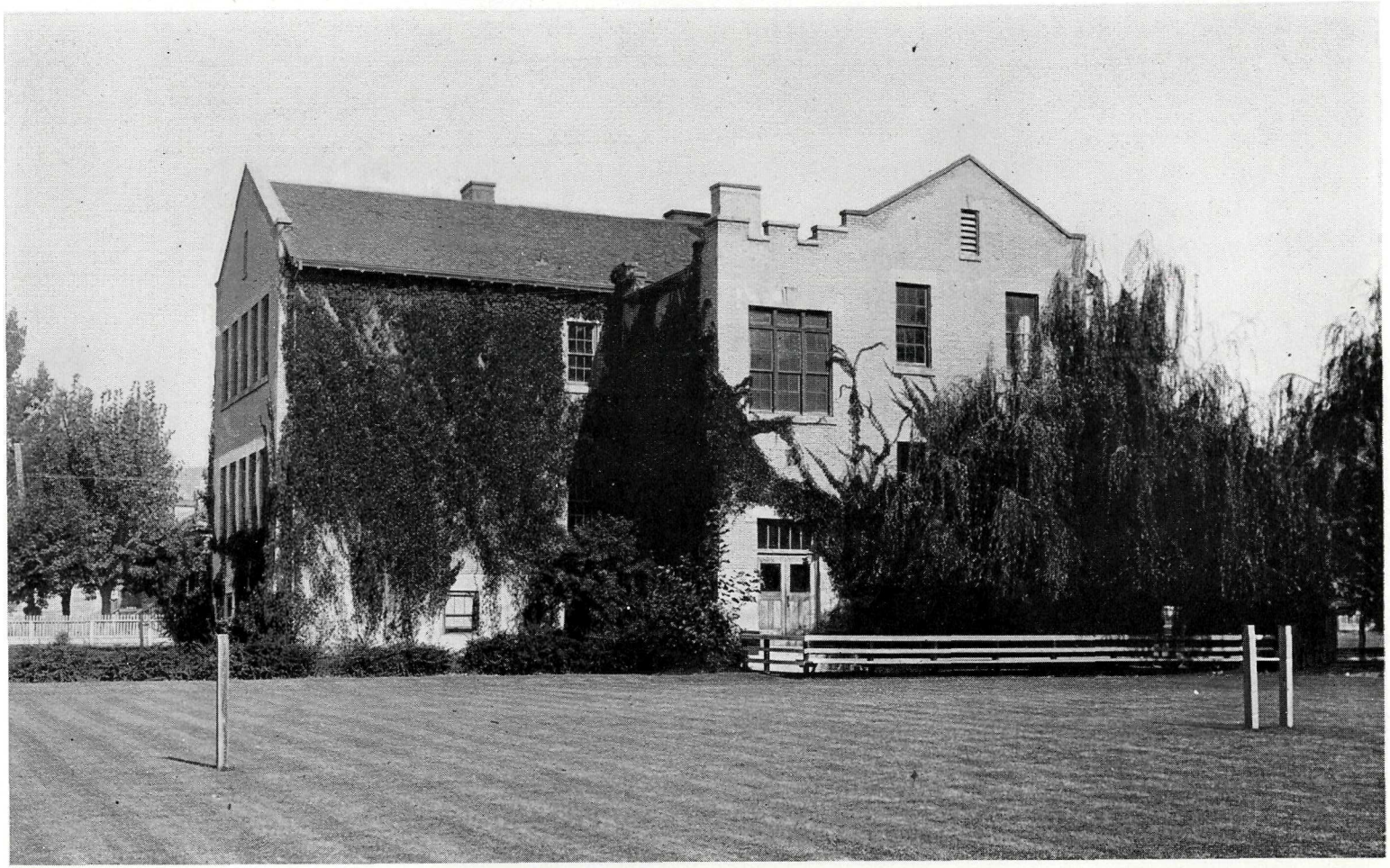
FINANCIAL SUPPORT FOR AGRICULTURAL EDUCATION.

A prominent educationist in one of the Prairie Provinces who had become familiar with the British Columbia system of agricultural education recently made the following statement: "The District Supervisor system of agricultural instruction," he said, "seems to me to be the solution of the agricultural education problem, but financial conditions prevent the efficient development of such a scheme." The statement may be quite true, and yet when we consider that in British Columbia no less than 230 elementary-school teachers received assistance last year, and approximately 8,000 children that were in their charge, not to speak of the regular teaching of almost 500 high-school students who receive regular instruction in agriculture, nor of the wide community service rendered, the sum actually expended—about $11,000—does not seem very much. Certainly all will agree that the future development of this Province rests with the rising generation, and any agency which has for its objective the fostering of a new and more intelligent interest in rural and agricultural development may rightly look to the state for generous support.

It is a matter for regret that the Federal Government decided after considerable delay to discontinue financial support to the Provinces for agricultural education. The Department of Education had received the sum of $20,000 per year for a series of years out of a total annual grant of $69,000 coming to the Province under the Dominion "Agricultural Instruction Act." Strong representations were made to the Dominion Government by the Provinces and by various organizations urging a renewal of the "Agricultural Instruction Act," but to no avail. An attempt was also made to have agricultural education included under the "Technical Education Act" of Canada which was enacted about five years ago, providing financial aid to the Provinces towards technical education to the extent of $1,000,000 per year for ten years. This request was made by practically all of the Canadian Provinces, but was not favourably entertained by the Government at Ottawa, thus the whole responsibility for financing agricultural education was placed upon the Provinces. It is gratifying to know that the work of agricultural instruction is being carried on in all of the Provinces at the present time without Federal assistance. It will be necessary to practise stringent economy under the circumstances, but there is good ground for hoping that the work will be continued and that it will improve under immediate and exclusive Provincial auspices.

SCHOOL-GROUND IMPROVEMENT.

The movement towards the improving of school-grounds is steadily gaining ground. Encouraged by the assistance given by the Department, many School Boards have adopted a definite policy of provision for grounds-improvement. Most of the cities and rural municipalities have already undertaken an improvement programme and an ever-increasing number of Rural School Boards are following their example. The co-operation of such organizations as Parent-Teacher



School-grounds improvement, Kelowna High School.

Helping to beautify the school-grounds, James Park School, Port Coquitlam.

Associations and Women's Institutes has been most commendable. During the year the Provincial Schools Nursery at Essondale has supplied trees and ornamental shrubs to those School Boards entering upon an approved scheme of improvement to a value of not less than $4,000. It has been impossible to supply a sufficient number of the more popular varieties of trees requested by School Boards, and, although some seeds are started every year and many seedlings are coming on towards the shipping stage, we are faced with depletion of some of the best varieties. If this branch of the work of this office continues to develop it will become necessary to engage the services of an assistant.

It has been our aim and policy to interest the teachers and pupils as well as the School Boards in the improving of school-grounds and in the study of trees and ornamental plants generally. In order to make this movement felt in all of the schools of the Province, and also in order to foster and develop a greater interest in and appreciation of our own great forest wealth, there is now under preparation a comprehensive illustrated bulletin on the trees and shrubs of British Columbia. In the publishing of this bulletin, a copy of which will be supplied to every school in the Province, the Department of Education is receiving generous assistance and co-operation from the Forestry Branch of the Department of Lands. Trees mean much to this Province. The annual tree harvest helps in a very important way to provide the funds that make possible our schoools and other great public utilities. They and the beautiful mountain streams and fine rivers and lakes which they help to maintain have combined to make British Columbia that extensive wonderland of natural beauty, towards which thousands of the world's tourists are being attracted in increasing numbers. This great heritage, the potential home of millions, has been thrust upon a few hundred thousand people who have not as yet appreciated its bounty or its beauty. It is to help the rising generation in some measure better to understand and so more fully to appreciate this great heritage that such a bulletin is being prepared for distribution. It will also be of great assistance to the teachers in the grades who desire a complete and authentic list of the tree species of British Columbia with accurate descriptions and illustrations.

Reports from District Supervisors of Agricultural Instruction.

Following are brief reports from District Supervisors which are based upon their activities in their respective fields of work:—

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

My time in the Penticton-Summerland District has been spent in giving instruction in agriculture to high-school classes in the regular two-year course and in giving all possible assistance to public-school teachers. The prescribed course is supplemented by considerable material relating to the agricultural pursuits of the district. Instruction was provided for through classroom recitations, laboratory exercises, work and instruction in school-gardens, excursions to farms of the district, excursions to the Dominion Experimental Station, fruit-judging and stock-judging competitions, illustrated lectures and special lectures from Dominion and Provincial Department of Agriculture officials.

Public-school Work.—Regular meetings were held with the teachers of the Summerland Consolidated School for the purpose of constructing a programme of instruction in nature-study and elementary agriculture. Class needs, available teaching material, and methods of presentation were discussed before constructing lesson plans for the month. Every effort was made to use nature-study and elementary agriculture as vehicles for teaching some of the other subjects. Wherever it was possible, the work was arranged in the form of friendly competitions. This work has resulted in an increased interest on the part of teachers and pupils in nature-study and elementary agriculture. So far as these districts are concerned, it would appear that this method is more successful than that of direct instruction to the advanced classes. By working with the teachers every class, the primary as well as the advanced, receives assistance. The entire programme of studies in nature-study and elementary agriculture may be shaped by the District Supervisor. The actual teaching is done by the regular teacher. This is an advantage as the teacher knows the class and its needs better than an occasional teacher. The teacher must make a certain amount of preparation for the nature-study and elementary agriculture lessons. Thus her efficiency as a teacher of these subjects is being gradually increased. The regular teacher is better fitted to do the actual teaching in these subjects,

but because of a lack of knowledge of sources of information and of methods of arranging subject-matter for presentation she is handicapped. Realizing this, many teachers declare that they are unable to teach these subjects. These teachers' meetings have shown that the average teacher, with a little assistance and guidance, is quite able to work out an interesting programme in nature-study and elementary agriculture. It would appear that this valuable phase of the work of the District Supervisor might well be extended.

Methods in Agricultural Education as seen in the States of the Pacific Coast.—It was my privilege during the past year to take some graduate studies in agricultural education and to make some first-hand observations of some of the schools and teachers of agriculture in the States of Washington, Oregon, and California. The following is a brief summary of some of the impressions I gained:—

Practically all of the instruction in agriculture in secondary schools is vocational in its aim. To meet with the requirements of the law it must fit the boy for useful occupation on the farm.

The work in this Province in comparison would be considered non-vocational.

In actual practice it would appear that their work is no more vocational than the work being conducted in the Province of British Columbia. This is probably the result of several factors.

The training the average college graduate receives is non-vocational and it is natural for him to teach what he has been taught. The result is a non-vocational course.

Only a few of the students in any high school desire to take strictly vocational courses in agriculture. In their efforts to secure large classes, teachers of agriculture have had to enrol students who had no intention of taking up farming.

Strictly vocational teaching would result in small-group instruction. A class of twenty would probably be divided into five or six groups. The teacher of agriculture has not sufficient time at his disposal to enable him to follow such a method of instruction.

It would appear that two types of agricultural instruction should be given through the high school: (1.) Classes in general agriculture aiming to give an intelligent appreciation of the relation of the community to agriculture. These might be termed citizenship courses and would be of such a nature as to benefit the majority of high-school students. (2.) Classes in vocational agriculture. These classes would be limited to those showing a need for vocational training.

Vocational agriculture programmes across the line call for six months' supervised farm practice. This is usually met in the form of projects. At present there seems to be little relation between the projects undertaken and the instruction given in the class-room. This is probably due to the following:—

Inexperienced and inadequately trained teachers of agriculture are not able to shape their programmes so as to make use of the projects as mediums for teaching.

The project is strictly vocational, many of the courses of instruction are not vocational; hence the difficulty in combining the two.

The system of instruction in British Columbia is superior in that the instruction is general in its character. Instructors undertaking project-work in this Province organize such work so as to make it supplementary to class-room instruction.

The system is superior in that the instructors are employees of the Department of Education. It is also superior in that the agricultural instructors may assist with public-school work.

The supervising feature of our Provincial scheme is unique and appears to be a strong factor in its favour. Expansion along this line with the placement of straight teachers of agriculture in districts where it is impossible to undertake a supervising programme would probably strengthen our position.

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

Supervision of nature-study and elementary agriculture in the public schools appears to be accomplishing much-improved results at the present time, due chiefly to the large proportion of rural-trained and rural-minded teachers in the municipality. Twenty-one of the thirty teachers are graduates of our own high-school agricultural department and several others hold rural-science certificates granted on account of other qualifying training. The attitude of teachers to country life and work has always been a limiting factor in the success of this work, and it is therefore felt that the way is now open to splendid progress.

High-school work has been carried on under the severe handicap of cramped temporary quarters for the past two years, but a new and up-to-date agricultural room has been provided and is now in use. It is hoped that a much more thorough and practical course can now be given. The Grade X. class has sixteen students and the Grade XI. class has eleven.

School fairs, home projects, school-gardens, judging teams, night classes, public addresses, consultations with farmers, and other related activities have received their usual attention.

The writer had the opportunity of studying the methods of agricultural education in use in many American States during the past summer while taking a course in rural education at Cornell University. He was greatly impressed with the enthusiasm with which the whole nation, from the Federal Government down to the local School Boards, was behind the movement to give some really suitable educational opportunity to the country boy and girl. The observer is not left in the slightest doubt as to the country's deep conviction that the future farmers of the nation should receive something in their education which will confer direct vocational assistance. One might be inclined to disagree with the extreme emphasis placed on the vocational aspect of the programme at the expense of the cultural and educational values that should accrue, and also with the apparent assumption that a boy beginning his high-school agriculture at the age of 14 is able to make a choice as to his future life-work.

A careful comparative study of the systems of agricultural instruction in use on this continent leads one to the conviction that the plan followed in this Province embodies more of the ideal features than are found in any other programme. The distinctly rural trend given to public-school work by the supervised study of nature, elementary agriculture, and related activities must have a far-reaching effect on the minds of the great body of children who never reach high school. The course in agriculture offered in the high school would appear to make the utmost of the opportunity to furnish pure educational value, and still of necessity confer as much vocational instruction as may prove useful to boys and girls at that stage of development.

The only serious defect apparent to the writer is the lack of a strong, permanent policy for continuing and extending the work so well planned and initiated. This lack has proved a sad impediment to effective work in the field and has had a limiting influence on value which might be received for money expended in this work. Given the requisite stability, the present system of agricultural education should be of inestimable benefit to the future rural life of the Province.

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

Our Matriculation class this year numbers nineteen, the largest third-year class yet handled in this subject in this district.

Work has been carried on in ten school-gardens during the past year, and valuable training secured by the pupils in the management of the hotbed and cold-frame and in the growing of vegetables, grains, and flowers. Instruction has been given, also, in selecting and preparing these for exhibition. A start has been made on seed production in these gardens and this work will be emphasized and expanded in future years.

The home-project work shows healthy growth and bids fair to become the most important branch of work, apart from instruction given in the high-school classes.

This year 184 of the Surrey school-children undertook home-project work in agriculture. A start has been made looking to the formation of Pig Clubs, three classes for swine having been provided in the prize-list for the Surrey School Fair.

An additional breed of poultry has been admitted to club-work—Barred Plymouth Rocks—and in this its first year we have as many pupils raising chicks of this breed as of the White Leghorns or White Wyandottes.

A variety test with potatoes has been undertaken in the White Rock and Ocean Park Districts with satisfactory results.

The pupils have been trained in the judging of field crops and of live stock, and this year have made a very satisfactory showing at the Provincial Exhibition at New Westminster.

Of special interest is the work of the school-boys of Surrey, under their manual-training instructor, Mr. D. R. Johnston, in putting up the new building for the School Fair at the Surrey Centre Fair grounds. This building, 35 by 60 feet, with 14-foot wall, will be used to house all the exhibits in the Surrey School Fair with the exception of the live-stock.

Barring the roof, the building has been erected in its entirety by the boys, the materials being purchased with money realized by school concerts, etc., and with assistance from the Education

Department, the Surrey Farmers' Institute, and a grant toward equipment from the Surrey School Board.

It is planned to use this building for union school concerts, inter-school basket-ball games, and for other events of a similar nature.

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

Agriculture continues to be the leading science option in the high schools of Kelowna and Rutland. The work of the past year has, on the whole, been very successful. Twenty-five registered in Grade X. agriculture last year, bringing the total number of students in agriculture to thirty-eight. This term the registration is somewhat smaller, being sixteen in Grade X. and seven in Grade XI. Some have moved from the district, others left school, and a few changed from agriculture to geography.

In addition to the teaching of agriculture, instruction has been given in general science, botany, and nature-study. Lessons in nature-study and elementary agriculture have also been taught in the lower grades and assistance given the teachers in this work.

The third annual chicken dinner was held in November by the two classes in Agriculture. Chickens raised by the students were crate-fattened at the school, and as far as possible everything served at the dinner was the product of the students' work. The programme arranged took the form of a banquet, with community singing, speeches, song, and story. This event seems to be of particular educative value and a fitting conclusion to the work of the summer.

Early in June a farmers' picnic was held at the Dominion Experimental Station, Summerland. Farmers were there from all parts of the Okanagan and the agricultural students from the schools. A splendid programme was arranged by the Superintendent, W. T. Hunter, and his staff, including stock-judging and other competitions. In stock-judging the Kelowna team was successful and a Kelowna boy won the highest score. The prizes consisted of two pure-bred Berkshire pigs, representing some of the best Berkshire blood found anywhere in Canada, awarded by the Summerland Experimental Station. These pigs have been fed and conditioned for the show-ring by the boys and are now being shown at the fall fairs.

Excursions to farms of the district have been all too limited owing to the time required being outside school-hours, but such excursions as were possible have been principally for the training in stock-judging. Judging teams were selected from the classes and entered in the competitions at the Provincial Exhibition, where they carried off a number of honours in both crop and stock judging.

The high-school garden has been used for demonstration plots in legumes, grains, and grasses, with special attention to orchard cover-crops. Each pupil cared for the part of the border of flowers opposite his plot. It is planned to carry on more extensive work in plant propagation and for this purpose frames and hotbeds are being established.

The care of the school-grounds has been supervised and a number of improvements made in connection with the lawns, trees, and shrubs. The school-grounds improvement work has produced most gratifying results and the school-grounds have been made very attractive.

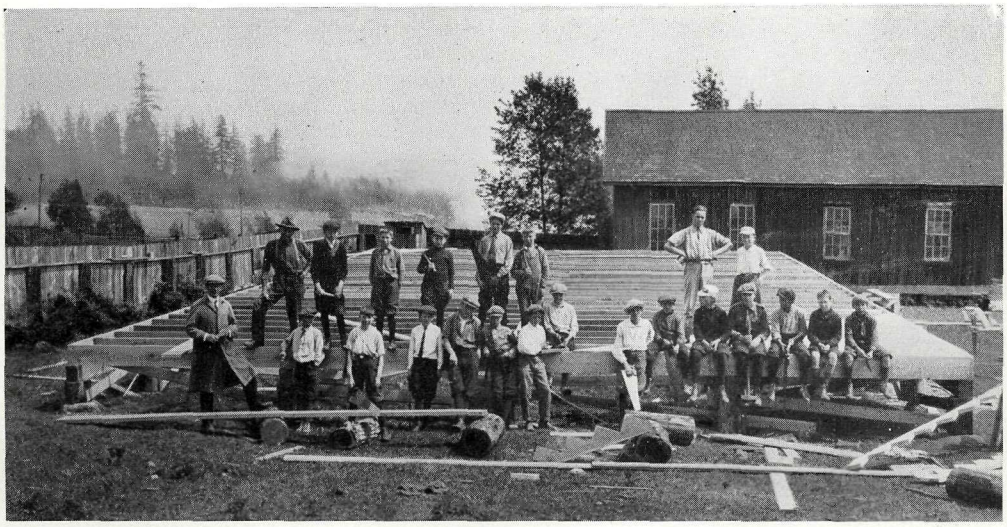
The forcing of flowering bulbs to bloom in the class-rooms has been continued and extended to almost all of the classes taking agriculture or nature-study. It has proved most interesting and pleasing lesson material.

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

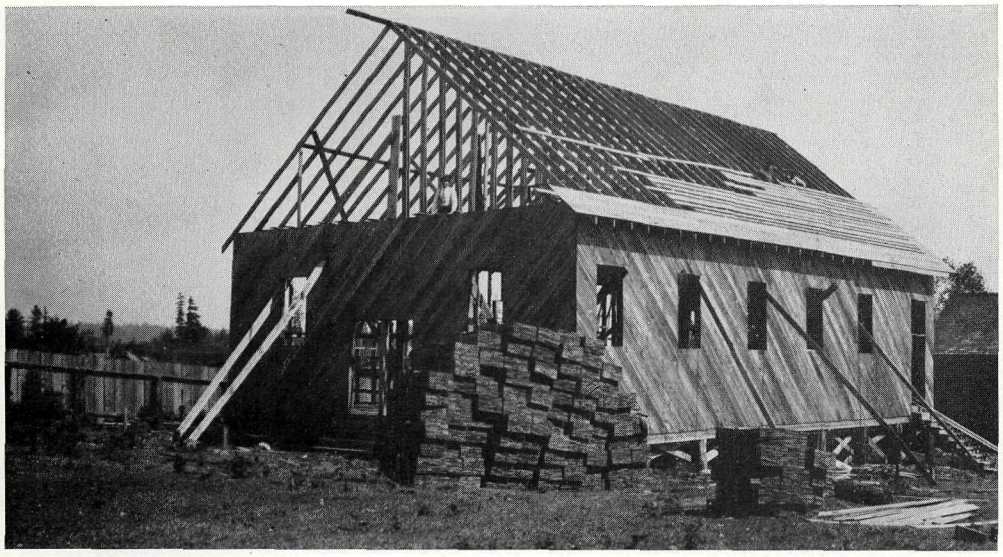
Following is a brief survey of the work in elementary agriculture carried on in the Salmon Arm District during the year:—

In the High School.—Two classes in high-school agriculture are in operation. At the present time there are twenty-five students in the Grade X. Agriculture class and eighteen in Grade XI. This is a substantial increase over other years. In connection with the practical side of the work, some interesting experiments have been carried out in the experimental grounds which were established two years ago. A great deal of the practical work, however, is carried on at the pupils' homes in the form of agricultural credits undertaken for credits.

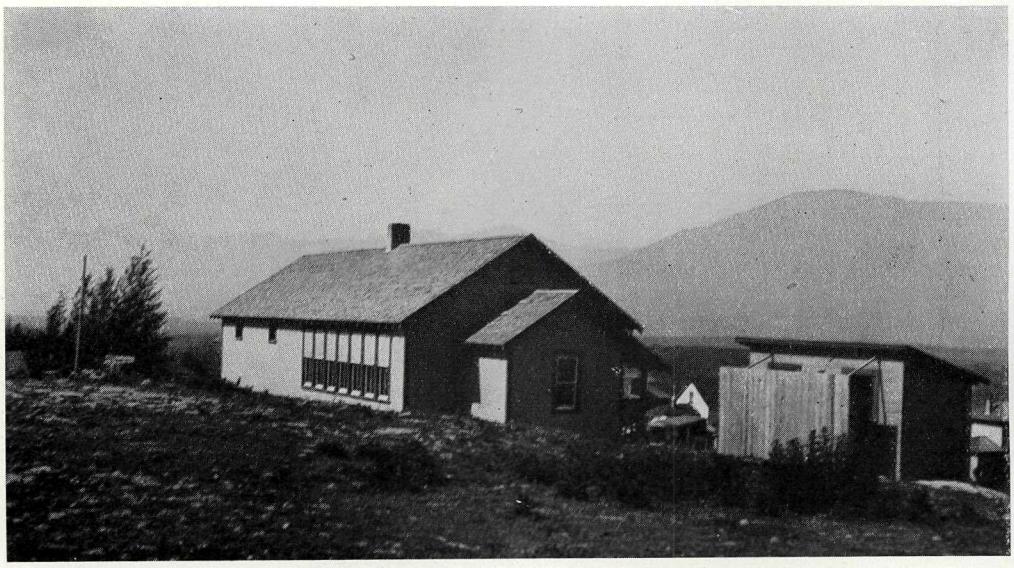
In the Public Schools.—Five half-days per week have been devoted to the work in the public schools. The time has been used in giving instruction, in accordance with the Course of Study, in nature-study and agriculture, giving help to teachers in obtaining material, and in organizing



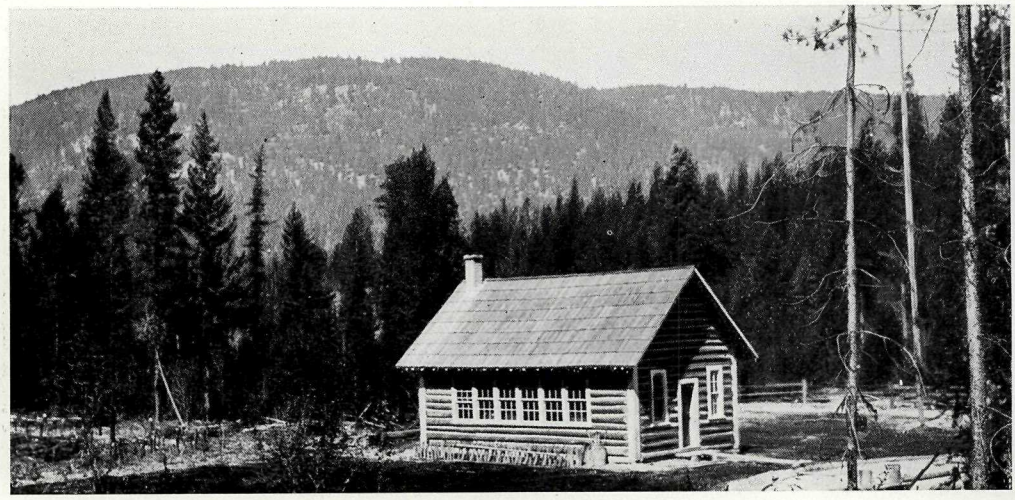
School Fair Building, Surrey Agricultural Grounds. Planned and erected by the boys of the Manual Training classes under Instructor D. R. Johnson.



Same building nearing completion. The major part of the work was done by the boys outside of school-hours. The people of the district have united to complete the building, which will serve also as a concert-hall and gymnasium.



An example of an average school-ground before improvement, showing bad arrangement of out-buildings.



Joe Rich Valley School-grounds under improvement.

Boys' and Girls' Clubs. During the summer vacation visits have been made to the various club members and to the pupils carrying on home-garden work. The club-work is growing from year to year and is a most popular and profitable phase of the work. The public-school work is in my opinion the most important branch of the work carried on.

School-ground Improvement.—The assistance given by the Department for improvement of school-grounds has been of great value. During the past year improvement-work has been carried on in four of the schools of the district municipality and in the public and high schools of Salmon Arm City. Grading has been done where necessary and levelling and planting carried out.

Miscellaneous.—Besides the regular programme of work carried out in the schools, much time is given the forwarding of enterprises among the general public. These include the giving of addresses, advice to farmers when called upon, and executive work for various organizations.

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

The work in this district was distributed over four fields of activity, namely: Class instruction in agriculture, which occupied three hours of each school-day; classes in other subjects on the High School Curriculum, seven periods per week or an average of one hour per day; assistance and supervision of the work of teachers in the five public schools in elementary science, agriculture, and nature-study; and outside work of a varied nature but closely allied to school-work and enterprise. At the present time seventy students are registered in regular High School Courses in Agriculture—thirty-three in Grade X. and thirty-seven in Grade XI. or matriculation. This shows a slight increase over last year.

For the most part, as might be expected, students choosing this subject as a science option are not familiar with vocational agriculture and farm management, but they evince an interest and accomplishment in the various activities that is distinctly noticeable. It creates a sincere appreciation of the problems and activities of our basal industry which cannot fail to establish a closer fraternity between urban and rural interests in the future. So far as possible, topics for class-instruction are chosen so that they are in keeping with seasonal agricultural activity. The interest is hereby strengthened. Our effort in all departments is to provide opportunity for observation and contact with skilled practice in the various subjects so far as it enhances educational training. This applies in such examples as incubation and brooding in poultry, Babcock milk-testing, landscape-gardening, live-stock judging, planning and planting of experimental plots, which include perennial and annual flowers and shrubs, grasses, cereal and root crops and tree and bush fruits. In the time allotted to this science subject on the time-table, it is regrettable that so little time was available for organized excursions to local points of interest. It is hoped that in future more of this can be done. A very low percentage of failures have occurred in this subject on Matriculation Examination. This is certainly not due to the fact that the prescribed course involves less work than other subjects, but to the interest so naturally existing in agricultural phenomena and to the excellent system of marking a student's work up to the time of the written examination.

Much time was given during the year to assistance of teachers in the public schools in nature-study. It is found that few young teachers have either an appreciation of or the information to use properly nature-study, either for itself or in correlation with other subjects. It is felt, then, that the best effort can be expended in individual assistance to teachers through teaching of type lessons, assisting in the outlining of work for each grade, providing books, pictures, material and specimens, suggesting method and imparting information on the various topics for class study. There can no longer be any doubt as to the value of nature-study on the school programme, but it would appear that there is all too little attention given to this fact in the qualifying and training of teachers. From my observations on this point, it seems distinctly advantageous for students proceeding to a teacher's certificate to take agriculture as a science option because of its additional value in nature-study teaching. As the Supervisor's work becomes better understood, it is pleasurable to note the closer co-operation of teachers and the gradual increase of use of nature-study in its legitimate field. Requests for assistance from teachers have rapidly increased and the time available for this phase of work is taxed to the uttermost.

Gardens are operated in connection with all of the city schools, the plans and methods adopted by the various teachers showing considerable variation. The quality of the produce of the school-garden compares favourably with that of any similar agricultural area, but there is

much yet to be done in more successfully using the school-garden as a school project—as a laboratory in close touch with indoor class-work.

When the growing season is completed, for the most part a study of the crop is completed by comparing and testing fruits, vegetables, etc. However, this year, through the kind co-operation of the Household Science Department of the Duke of Connaught High School, where both Agriculture and Household Science classes are held, it is hoped to complete further the study, with mutual advantage to both classes, by preparing garden products for canning or immediate table use.

We are singularly fortunate here, in that the Provincial Exhibition is held in our city. The management have spared no effort to perfect its educational features. Each year it calls for the best work of the schools in the various departments. When the significance and possibility of such is fully appreciated, one can scarcely visualize the future breadth and value of this department to the schools of the entire Province. A beginning was made this year in something approaching organized tours through various departments of the exhibition by teachers and students. It is hoped to broaden this next year.

A trained team as well as individual entries represented this district at the Provincial Exhibition in junior live-stock judging competition and seed-judging. The former team obtained second place among eleven competitors; the latter, fourth among eight competitors. A district exhibit in competition with Surrey, Chilliwack, Langley, last year won first place and this year third place.

From time to time, through correspondence, telephone, and personal effort, much assistance was given in matters educational outside of school, in matters agricultural in the city and district contiguous to it, and, in fact, to any worthy cause or organization where help was needed.

The spoken word of appreciation, observation of results among students who have gone forward during five years of work, and conscientious consideration of the higher values of agriculture educationally, justify beyond all shadow of doubt its great value in leading to more "complete living."

A general word of thanks and kind appreciation must here be said to the great many who assisted the District Supervisor in many ways during the year, and mention of whose names individually would be impossible.

As I look forward many difficult problems present themselves for solution, but the problems each year serve only to contrast more strongly the more pleasant phases of the work and enhance the pleasure of working under direction of this department of educational endeavour.

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

The period covered by this report has been the most successful since the inauguration of the work here nine years ago. In addition to my regular duties, I have been able to participate in some of the organized agricultural activities of the district. Four hundred and fifty-nine class periods were spent in the high school and 207 in the public schools.

A more detailed statement of the work in each department follows:—

Work in the High School.—Last June thirteen students wrote on agriculture for matriculation standing. All were successful. The present Grade XI. class consists of two divisions, one division looking to Normal entrance and the other to University matriculation. The former class consists of thirty-two students and the latter of twenty-seven. The chemistry option was introduced into the school this year, so that Grade X. was divided, thirty-two students choosing agriculture and twenty-seven chemistry. The teaching of general science with Grade IX. was added to my duties at the beginning of the present school term. This relieved other members of the high-school staff and permitted the introduction of regular physical training into the school's activities. I meet the three classes in Agriculture and the General Science class four time per week each, making a total of sixteen class periods per week in the high school.

Crops in the high-school gardens have been good. A change in the cropping system was introduced and some important demonstrations carried out. These changes and additions promise to be improvements and are likely to add to the value of the garden as a teaching device.

Nature-study and Agriculture in the Public Schools.—Most of the teachers have done faithful and effective work in this subject. Unfortunately a considerable number of the teachers employed in this district have not had high-school or summer-school training in the subject. So long as

this condition prevails it is futile to expect the best results. Each year, however, sees our school-gardens better planted, better tended, and better used. All nature-study topics up to the end of the first week in October, when the gardens are put into winter condition, will be taken from the garden material.

With the growth of the high-school work and the home projects, the latter culminating in the School Fair, my part in nature-study and agriculture in the public schools is confined entirely to supervision. During the first years after the introduction of the subject I was able to do considerable class-room work, but for the reason mentioned my part in the teaching has been discontinued. My experience is that the work can be helped more through giving assistance to the teachers than by using up my time in the preparation and presentation of widely separated lessons.

Home Projects in Agriculture.—This work grows in popularity and volume. Pupils participated in home projects in the following numbers: The raising of calves, 35; pigs, 8; lambs, 9; chickens, 44; rabbits, 11; goats, 2; home-gardens, 81; potatoes, 20; the making of photographs, 43; making a total of 253 individuals engaged in home-project work. I would respectfully urge the strengthening of this branch of the work. It would be more effective educationally if it could be more closely supervised and more closely connected with the school-work.

The School Fair.—The School Fair was not held this year. The School Fair has been held for several years past in connection with the local exhibition, whose association collected the revenue and paid an annual grant to the School Fair. This year the Exhibition Association felt unable to pay the usual grant, with the result that the School Fair had to be cancelled. A new basis for the maintenance of the School Fair will be sought, and it is expected that this important function will proceed without further suspension.

Professional Training.—Through the kindness of the Department of Education, I was able to attend the University summer session for six weeks during July and the first part of August. The course consisted of thirty hours in educational psychology, thirty hours in social psychology, and sixty hours in botany. In addition to the lectures, the time-table provided opportunity for reading in the University library. Altogether the course was most enjoyable and particularly stimulating.

Provincial Exhibition.—A district school exhibit was made at the Provincial Exhibition, New Westminster. The exhibit was awarded first place. A new feature of the exhibit was a display of canned fruit and vegetables prepared by a Girls' Canning Club and put up by means of a pressure-cooker. The entire exhibit consisted of material representing the produce of the school-gardens.

Local Contacts.—I have sought at all times to keep in intimate touch with the agricultural interests of the district. This sometimes involves work not strictly within the limits of my prescribed duties. This makes an increased demand upon my time, but I feel that the practical touch with men interested in and working at the art of agriculture is productive of sympathy and enthusiasm, and provides as well a source of information all of which are so essential to successful school-room work.

I must mention again this year the kind support given to our work by the various Breed Associations, the Poultry Association, Parent-Teachers' Associations, and the Board of Trade.

I have, etc.,

J. W. Gibson,

Director of Elementary Agricultural Education.

SUMMER SCHOOL FOR TEACHERS.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., September 30th, 1924.

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 7th to August 8th, 1924.

It is now just ten years since the first summer school for teachers was held in British Columbia, during which period approximately 3,000 teachers have been in attendance. The work can now be considered as having passed beyond the experimental stage. As might be expected, new courses have been added from year to year, some courses changed considerably, and others dropped. The aim throughout has been to include such subjects as the rank and file of the teachers of the Province are least proficient in and to engage instructors who are specialists each in his or her own particular line. As attendance at summer school is voluntary, attention must also be given to the attractiveness of the courses offered as well as to the method adopted in presenting them. Without doubt there is still plenty of room for improvement and already plans are being made whereby new and improved courses will be offered during the summer of 1925.

The value of post Normal School Courses for teachers is being recognized everywhere. No ambitious or progressive teacher nowadays would think for a moment that three years in high school followed by a year in Normal training gives all the preparation needed for the great work of teaching. School Boards and School Inspectors are also becoming more and more convinced of this and are doing a good deal to encourage teachers to increase their proficiency through summer study. Let us hope that School Boards throughout the entire Province will be more ready than heretofore to recognize special qualifications on the part of teachers obtained as a result of continuous study and attendance at summer school. It would also seem in order for the Department to consider some form of credit, if nothing more than advanced or honour registration, for those teachers who, year after year at considerable self-sacrifice, spend their summers in earnest study and in the development of greater skill and efficiency along the lines of their chosen profession. Through the agency of the summer school many teachers have added greatly to their teaching ability and to their mastery of the subject-matter of education.

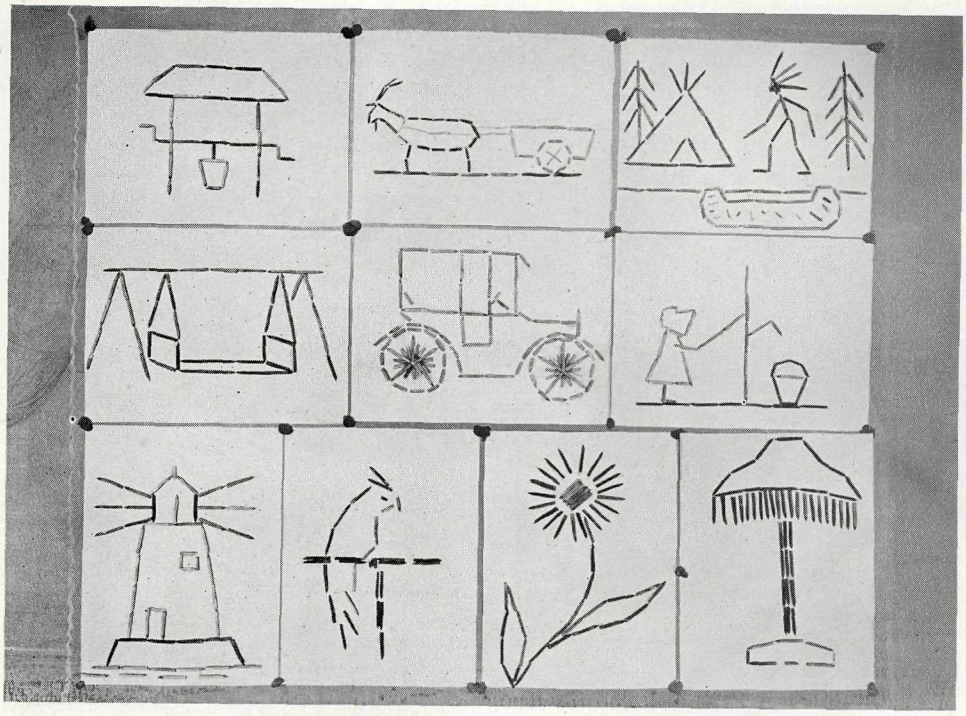
ATTENDANCE AND COURSES OF INSTRUCTION.

The fact that the attendance this year has almost equalled that of last, when the maximum for a six-year period was attained, in spite of the fact that transportation allowances were reduced by 50 per cent., goes to show that a great many teachers in this Province are genuinely in earnest in the matter of educational achievement. The enrolment of regular full-time students at this year's summer school was 334. Of these, 280 were women and 54 men. They might further be classified as follows:—

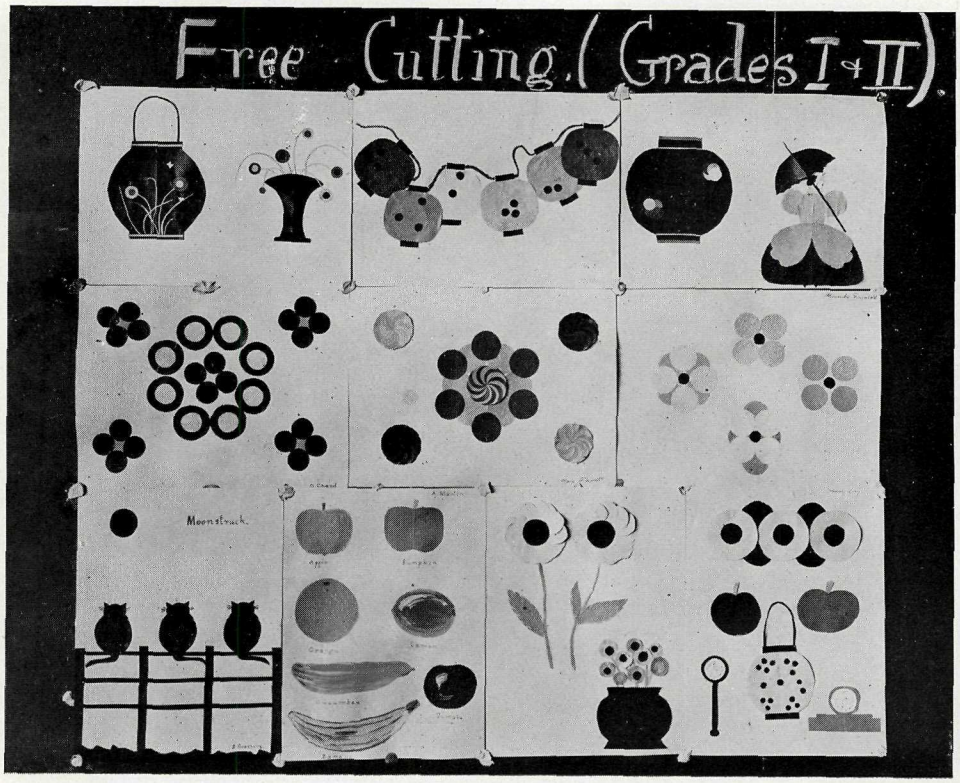
From cities in British Columbia	75
From rural municipalities	61
From rural and assisted schools	109
Unclassified and without schools	63
From points outside of British Columbia	26
Total	334

One teacher in every fifteen city teachers attended at Victoria, one in every thirteen from rural municipalities, and one in every eight from rural and assisted schools. When it is remembered that approximately the same number of our teachers attended the summer session in the Provincial University, it will be seen that practically one-sixth of our teachers were engaged in summer study. This is a very good record for Canadian teachers, but still considerably below that of some of the American States, where as many as one-third of the teachers in recent years have taken summer courses in one season.

Provincial Summer School for Teachers, Victoria, 1924.



Primary Grade hand-work (stick-laying), Teachers' Summer School Course.



Primary Grade hand-work, Teachers' Course, Summer School.

The courses offered in the last Provincial Summer School and the number enrolled in each are as follows:—

Rural Science Course	18
Primary Grade Teachers' Course	82
Art Courses	68
Manual Training Courses	13
Home Economics	24
Vocal Music	23
History	41
Civics and Citizenship	12
Public School Geography	81
High School Geography	9
English Literature and Reading	41
General Science for High School Teachers	11
Physical Training—Strathcona B Certificate	17
Physical Training—Gymnastics, Games, and Folk-dancing (taken by students enrolled in other courses)	81
Writing and Penmanship (taken by students enrolled in other courses)	114

Instructors and Subjects Taught.

The ultimate success of any school depends to a large extent upon the personal ability and skill of its staff of instructors. We have always aimed to secure instructors of well-earned reputation in every branch of study and have not hesitated to go outside the Province to find them. Nothing can be more narrowing and enfeebling to any system of education than educational inbreeding. Moreover, the student-teachers themselves manifest a greater interest in Summer School Courses when they have an opportunity of meeting specialists of outstanding ability from points outside as well as inside the Province. We have so far been most fortunate in having on the staff men and women of earnest purpose and of outstanding ability in their respective lines of educational work.

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

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

George Anstey, Instructor, Victoria Technical School—Metalwork.

Miss Adeline Baxter, Supervisor of Drawing, Winnipeg, Man.—Second-year Art Course.

George Breadner, Instructor, Victoria Technical School—Furniture-making and Wood-turning.

J. E. Britton, B.S.A., District Supervisor of Agricultural Instruction, Kelowna—Horticulture and School-gardening.

Madame Ellis Browne, A.R.A.M., L.R.A.M., Supervisor of Music, Provincial Normal School, Calgary, Alta.—Vocal Music.

C. F. Connor, M.A., Science Master, King Edward High School, Vancouver—Physics, Chemistry, and General Science.

Miss Doris Cordy, Summerland—Instructor in Pottery.

George A. Cornish, M.A., Professor of Science and Geography, Ontario College of Education—Geography.

Miss L. K. Cotsworth, Supervisor of Physical Education, Vancouver—Folk-dancing, Games, and Gymnastics.

H. A. Dunlop, B.A., Assistant Professor of Zoology, University of British Columbia, Vancouver—Animal-life Studies.

E. S. Farr, B.A., LL.B., Instructor, Victoria High School—Civics and Citizenship.

Sergeant W. Frost, Department of Cadet Services, Victoria—Physical Training for Strathcona B Certificate.

Mrs. M. Grute, Graduate of Central School of Arts and Crafts, London, Eng.—Pottery and Applied Design.

J. W. Hotson, M.A., Ph.D., Professor of Botany, University of Washington, Seattle—Plant-life Studies.

W. J. Karr, B.A., D.Paed., Department of Education, Toronto—Psychology and Methodology of Primary Grade Work.

John Kyle, A.R.C.A., Organizer of Technical Education, Victoria—Applied Design.

Miss Alice B. Marcellus, Instructor in Home Economics, Vancouver—Elementary Sewing.

Will Menelaws, Graduate of Royal Scottish Academy of Art—Figure-drawing and Sketching from Nature.

A. M. McDermott, B.S.A., District Supervisor of Agricultural Instruction, New Westminster—Soils, Crops, and Farm Animals.

R. W. McKenzie, Instructor in Writing, Lord Tennyson School, Vancouver—Penmanship.

H. B. McLean, Instructor, Provincial Normal School, Vancouver—Penmanship.

Miss G. Gordon Riddell, Instructor, Provincial Normal School, Victoria—Primary Grade Hand-work.

Mrs. Katherine C. Russell, Instructor in Dressmaking and Ladies' Tailoring, Vancouver—Advanced Needlework.

W. P. Weston, Instructor, Provincial Normal School, Vancouver—Elementary Art.

F. T. C. Wickett, A.R.C.A., Victoria—Chorus-singing and Accompanist.

F. G. C. Wood, B.A., M.A., Associate Professor of English, University of British Columbia, Vancouver—English Literature and Reading.

THE DEMONSTRATION SCHOOL.

For the first time a demonstration school of five divisions comprising seven public-school grades was organized. This school was conducted primarily for the purpose of demonstrating, for the benefit of the student-teachers, the most approved methods of teaching the various subjects in the Summer School Curriculum. The children in Grades V., VI., VII., and VIII. were selected from four of the city public schools and comprised for the most part those who had been reported by their regular teachers as doubtful cases for promotion. It was considered that five weeks of additional instruction would materially help these boys and girls and would expedite their promotion to a higher grade. In so far as it was possible, the teachers in charge gave special attention to those subjects in which they found the pupils weak, and at the close of the school each pupil was given a statement or report to be presented to his or her teacher on the reopening of school in September.

In the organizing of this demonstration school every assistance was given by Mr. George H. Deane, Municipal Inspector of Schools, and by the principals and staff-members of the George Jay School, the Boys' Central, Girls' Central, Spring Ridge Primary, and Margaret Jenkins Schools. The parents whose children attended the school also showed appreciation of the special opportunity offered, and the fact that a considerable number of applicants could not be admitted would indicate that summer courses for Victoria City children would not fail for lack of volunteer attendants. In fact, there is every reason to believe that two months of sheer idleness —for such is the summer holidays for many children in this and every other city—is not conducive to the welfare of children nor to the comfort and satisfaction of many parents. There always has been, and probably always will be, a certain proportion of the children of every city who are not so privileged as to be able to spend their summers in the open country, at the lake or seaside, or in a well-ordered camp. For all such the juvenile summer school would be a real blessing, and no doubt the time is approaching when School Boards will make provision for such schools. These schools, let it be said, would be somewhat different from, and possibly more efficient in some respects than, the regular day-schools. They would be more "summery," more recreational, more physically developmental, would give larger place to open-air instruction, and would develop that keenness of perception and resourcefulness in thought and action which results from true motivated effort. In such a school the health of the children would be better at the end than at the beginning, whilst the introduction of new interests and new experiences daily would make these boys and girls wiser and happier.

The teachers in charge of the children's classes are as follows:—

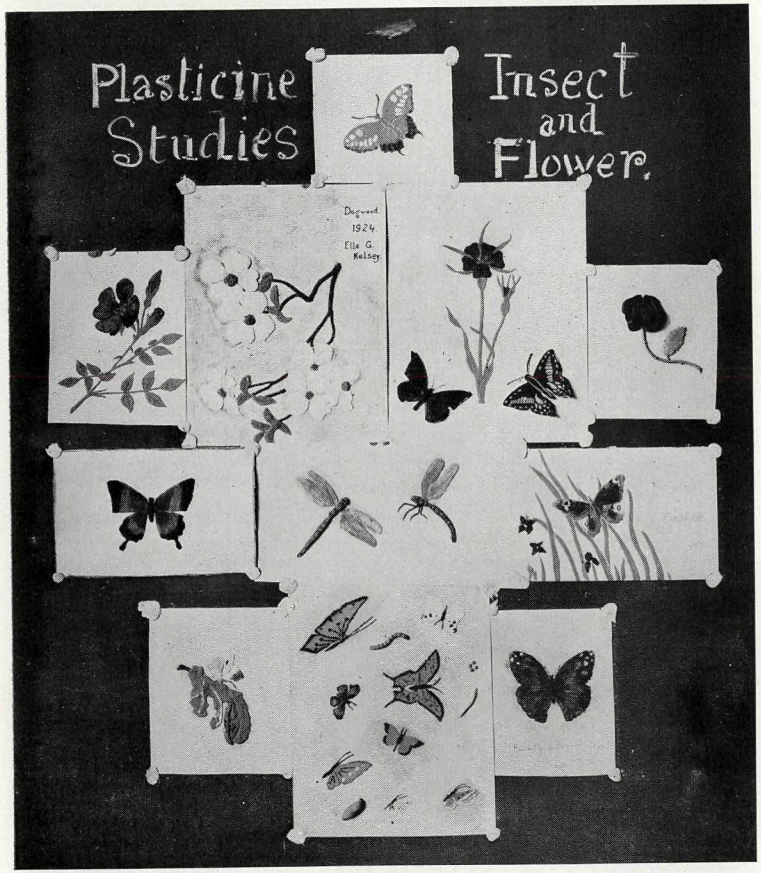
H. L. Campbell, Principal, Esquimalt Public School—Headmaster and Instructor in Division I.

Miss C. Mazzoline, Teacher, North Ward School, Victoria—Instructor in Division II.

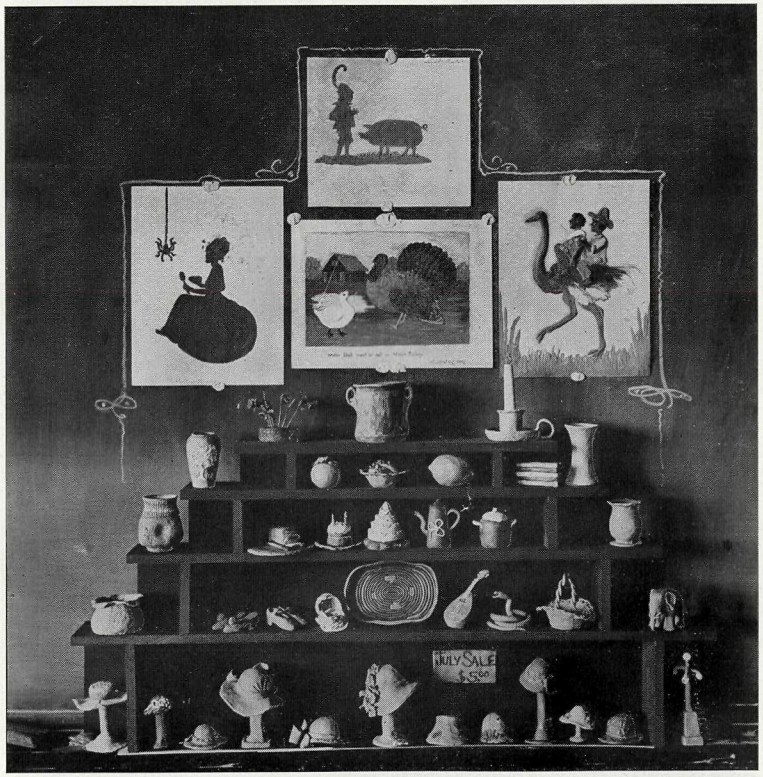
Miss A. McKinnon, Teacher, Strathcona School, Vancouver—Instructor in Division III.

Applied design (pottery from B.C. clays), Summer School Course.

Applied design (pottery from B.C. clays), Summer School Course.



Primary Grade hand-work (plasticine modelling), Teachers' Summer School Course



Primary Grade hand-work (plasticine modelling).

Art Course (lettering and applied design), Teachers' Summer School Course.

Technical Course (furniture-making), Teachers' Summer School Course.

Summer School picnic, Deep Cove, 1924.

Annual Summer School sports, Deep Cove, 1924.

Miss Beatrice Chadwick, Teacher, Lord Tennyson School, Vancouver—Instructor in Division IV.

Miss Jessie E. Fisher, Teacher, Model School, Vancouver—Instructor in Division V.

F. Waddington, Director, Esquimalt School Choir—Instructor in Chorus-singing and Voice Production.

In view of the fact that the demonstration school was in session for five weeks during the summer vacation, some doubt was felt as to the regularity of attendance of the boys and girls. The report of the headmaster goes to show that the percentage attendance for 160 pupils enrolled was 86.5, and would have been considerably higher but for the fact that some pupils in the higher grades left quite early in the term. The percentage attendance for the Province during the regular school period last year was a little less than 82 per cent., so that the summer vacation attendance of boys and girls attending the demonstration school must be regarded as highly satisfactory.

New Courses.

The following courses were offered for the first time: (1) First-year Art Course for High-school Teachers; (2) High-school Teachers' Course in General Science; (3) a third-year Course in Art for more advanced students in Figure-drawing and Pictorial Painting; (4) Civics and Citizenship.

The response on the part of high-school teachers in connection with the first two of the above-mentioned courses was very disappointing, as was also the case in connection with the course offered in Geography for High-school Teachers. Art, general science, and geography are subjects of rapidly increasing importance in our high schools. Being comparatively new subjects on the curriculum for high schools, it was expected that there would be a fairly large enrolment of high-school teachers from all parts of the Province. We find, however, that out of approximately 350 high-school teachers in British Columbia, an aggregate of only six were enrolled in the three above-mentioned courses. Had it not been for the fact that some ten teachers holding academic certificates, although teaching in public schools, applied for these three High-school Teachers' Courses they would have been cancelled.

The number of applications for some of the advanced technical courses proved to be insufficient, and of these the following were cancelled: Advanced Rural Science; Third-year Home Economics (teacher-training); Engineering; Building Construction and Machine-shop Practice. It is obvious that the number of teachers interested in these more technical courses is not large and it may not be necessary to continue giving instruction in all of them.

There is a tendency on the part of some teachers to try to take some of the work offered in several courses. This usually works out badly for all parties concerned. Several of the courses now listed require only two hours per day each, and it is quite possible to carry on two of these at once when the assigned hours do not conflict. Other courses call for four or five hours per day each, and, when certificates are to be given, cannot be separated into parts without complications and the sacrificing of some of the real value of the whole course. In order to meet the wishes of some students, however, some of the larger courses, such as Art and Manual Training, have been made into parts or subdivisions where credit can be given for certain units completed in different years.

The classes for Manual Training and Technical Instructors were again held in Victoria after two summers in Vancouver. It was found, however, that although there were some advantages to be realized in holding these classes in Victoria in conjunction with all the other Summer School classes, the attendance was not so large as it was in either of the two previous years when held in Vancouver. Doubtless the change from the Mainland, where a large number of the manual teachers live, and the fact that special Saturday classes for these teachers are regularly held during the year, may account for some falling-off in attendance this year.

The courses for high-school teachers' certificates in commercial subjects have always been held in the King Edward High School, Vancouver, under the management of the University, although the examinations are conducted at the close of the summer session by the Department of Education.

Special Lectures.

In co-operation with the University summer session, we were able to make arrangements for a series of lectures by Dr. Charles Upson Clark, noted traveller and educational lecturer.

Dr. Clark, who has made exhaustive first-hand studies of European questions, made a valuable contribution to our summer's programme. His lectures vividly portrayed the political situation in Europe and especially in the smaller countries of Southern and Central Europe. The Italian situation under Mussolini was also clearly analysed, and a final lecture illustrated with exceptionally beautiful slides, described "Rome, Capital of the Caesars," in a masterly fashion. All who heard these lectures will look forward with keen anticipation to a return engagement should Dr. Clark again visit the West.

We were also favoured with an interesting and instructive illustrated lecture on the subject of the "Conservation of Children's Eye-sight" by Miss Berta Gilbert, of Toronto, organizer of the first sight-saving classes in Canada.

One of the open Friday evening lectures was delivered by Dr. John MacKay, Principal of Manitoba College, Winnipeg. The subject of Dr. MacKay's address was "The Place of the Individual in the New Era."

A very interesting and instructive lecture illustrated with splendid views was given by Mr. A. H. Maynard, veteran photographer of Victoria, on "Early Days in British Columbia"—a lecture which supplemented in a most admirable way the instruction given in history.

CLOSING EXHIBITION AND CONCERT.

On Thursday evening of the closing week a public exhibition of work accomplished by the students during the session was arranged. During the early part of the evening the class-rooms and corridors were thronged with interested visitors, who showed much appreciation of the excellent work exhibited by the students and their instructors. A short musical programme was carried out in the assembly-hall under the Chairmanship of the Hon. J. D. MacLean, Minister of Education, who spoke in high praise of the work of the Provincial Summer School and of the purposes underlying the establishing of such a school for teachers.

A most interesting feature of the programme was the singing of a number of selections by the boys and girls of the three higher divisions of the demonstration school. These children had been under Mr. Waddington's tuition in chorus-singing for one-half hour per day for only nineteen days, and it certainly was very gratifying to those interested in school-singing to observe what really excellent results could be obtained in so short a time from average boys and girls with very little previous training. The remainder of the programme was contributed by the students in the Music class under the direction of Madame Ellis Browne, instructor in that subject. The concluding part of the programme was carried out in the gymnasium and consisted of a series of children's marches and folk-dancing given by the pupils of the demonstration school and some more advanced work of a similar kind by the student-teachers in the regular Summer School classes. Most of these were done in costume and reflected great credit upon the instructor, Miss L. K. Cotsworth, whose work has always been of the highest order. Following the programme an hour spent in dancing brought to a conclusion one of the most successful summer sessions.

In conclusion, I desire to make mention of the important service rendered by the Victoria School Board in once more granting the free use of the High School, the Boys' Central School, technical class-rooms and workshops, and for class-room equipment supplied from other schools in the city. The excellent accommodation thus afforded has greatly facilitated the holding of the Provincial Summer School in Victoria. The thoughtful and efficient service rendered by the superintendent of buildings and by the janitorial staff has been greatly appreciated and to these men our thanks are also due. The citizens of Victoria have come to take more than a casual interest in the Provincial Summer School for Teachers, as is evidenced by the fact that all public summer-school functions are well patronized by them. The merchants also have extended many courtesies during the session, all of which are much appreciated.

I have, etc.,

J. W. GIBSON,

Director, Provincial Summer School for Teachers.

FREE TEXT-BOOK BRANCH.

Education Department,
Victoria, B.C., September, 1924.

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, 1924:—

The total number of free text-books, etc., issued during 1923–24 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: 21,038 Canadian Reader, Book I.; 12,115 Canadian Reader, Book II.; 13,327 Canadian Reader, Book III.; 13,291 Canadian Reader, Book IV.; 15,773 Canadian Reader, Book V.; 4,541 20th Century Reader, Book V.; 12,583 First Arithmetic; 10,957 Second Arithmetic; MacLean Method Writing Books—11,265 Compendium No. 1; 11,250 Compendium No. 2; 12,741 Compendium No. 3; 15,082 Compendium No. 4; 15,352 Senior Manual; 921 Commercial Manual; 747 Teachers' Manual; 51,547 Drawing Books, Blair's Canadian Drawing Series; 1,818 Supplementary Readers (Heart of Oak, Book One; Art-Literature Primer; Art-Literature, Book One; Art-Literature, Book Two; Progressive Road to Reading, Book 3A; Robin Hood Reader; B.C. Phonic Primer; B.C. First Reader; B.C. Second Reader; B.C. Third Reader); 39 Essentials of Health; 11,147 How to be Healthy; 2,890 Latin Lessons for Beginners; 26 Canadian Civics; 465 Syllabus of Physical Exercises; 175 World Relations and the Continent; 11,426 History of Canada; 688,984 sheets Drawing Paper, 9 by 6 inches; 61,262 sheets Drawing Paper, 9 by 12 inches; 10,789 Public School Grammar; 147 Union Jacks (3-yard Jack); 81 Flora of Southern B.C.; 41 Maps of Dominion of Canada; 45 Maps of World (in Hemispheres); 35 Maps of British Columbia; 33 Maps of North America; 36 Maps of British Isles; 20 Scrap of Paper; 20 Fathers of Confederation.

At prevailing retail prices the books and other supplies issued would have cost $137,249.90.

Requisitions to the number of 3,150 were filled by this Branch during the past school-year for free text-books and supplies. In addition to these, 701 requisitions were filled for those teachers in outlying districts who wished to purchase for their pupils books other than free text-books which could not be secured in their vicinity, and also for those private individuals or institutions desirous of purchasing books supplied free to the public schools. The sum of $3,090.30 was received from this source and paid into the Treasury for the credit of Vote 88, "Text-books, Maps, etc."

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 $137,249.90. To purchase and distribute these among the various schools of the Province through the Free Text-book Branch required an expenditure of $90,487.40, made up as follows:—

Text-books (laid-down cost)	$76,879 00
Distribution (freight, boxes, etc.)	2,777 13
Salaries of staff	5,167 66
Temporary assistance	558 75
Office supplies	5,104 86
Total	$90,487 40

The saving on the year's transactions is, therefore, $46,762.50.

During the school-year 1923–24 the Canadian Reader, Book One, replaced the B.C. Beginner's Reader as the authorized text-book for the first-year pupils. This accounts for the large number of copies of this book issued during the year.

The sales of books, not supplied free, to the pupils in the rural districts where there are no local book-stores were greatly increased during the past school-year, and it is quite evident that the plan of stocking and selling these books by the Free Text-book Branch is well appreciated by the people of these districts.

NIGHT-SCHOOLS.

Of the night-schools in operation during the past school-year, four 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 1923–24.

The teachers' annual reports of free text-books for the school-year 1923–24 are all on file. It was, however, found necessary to hold the supplies ordered by one or two schools until we received this report. Neglect on the part of some teachers to send in their reports promptly necessitated delay in the sending out of text-books and supplies to their schools.

From the annual returns and also from the requisitions received ordering supplies for the school-year 1924–25, it is evident that many of the teachers are not taking proper care of the books placed in the school for their use. A great many orders have been received for such books as the Teachers' Writing Manual, MacLean Method, and the Syllabus of Physical Exercises. These books were only issued to the schools a matter of two or three years ago and should still be in good condition. In many cases they are not reported on hand in the school. This shows that the teacher has made the error of believing that they are the personal property of the teacher, whereas they are the property of the school in which the teacher is teaching.

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 1923-24.

Victoria, B.C., October, 1924.

Sir,—I have the honour to report as follows on the work of the Local Committee for the School-year 1923-24:—

Instruction of Teachers in Physical Training, 1923-24.

A total of 621 students have qualified for Grade B physical-training certificates since last report, as under:—

Normal School, Vancouver	358
Normal School, Victoria	243
Summer School, Victoria	16
Cadet Services Courses	4

This is an increase of fourteen certificates over the number issued in 1922-23.

About 5,300 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

Continued effort has been made to secure an increased standard of efficiency among students at the Normal Schools, with the result that a fairly high percentage of candidates have not come up to the standard set. It is felt, however, that further improvement in the work generally must rest largely in the encouragement and supervision of physical training in the schools themselves.

Physical Training, 1923-24.

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

High and Superior Schools.

P. N. Whitley, B.A., Division 4, High School, Kamloops; Miss Caroline N. Burridge, B.A., Division 5, High School, Oak Bay; P. C. Tees, King Edward High School, Vancouver.

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

Graded Schools (Five Divisions or more).

Miss Anna L. Bigney, Division 6, Lord Roberts School, Vancouver; Miss Edith L. Chapman, Division 15, Lord Nelson School, Vancouver; Miss Ethel B. Livingstone, Division 11, Tecumseh School, South Vancouver; Miss Grace W. Killip, Division 5, Gordon School, South Vancouver; Miss Vivian E. Brown, Division 10, Central School, New Westminster; Miss Mary Gladwell, Division 19, Central School, Prince Rupert; H. D. Southam, Division 2, Granby Bay School, Anyox; T. Aldworth, Division 1, Armstrong and Spallumcheen Consolidated School; Miss Sadie Forrest, Division 6, Lonsdale School, North Vancouver; Miss Margaret C. Bannerman, Division 7, Central School, Cranbrook; Miss Tryphena Sampson, Division 10, Central School, Kamloops; Miss Muriel Knott, Division 9, Sir James Douglas School, Victoria; Miss Ada Keast, Division 4, Girls' Central School, Victoria; Miss Marion Malott, Division 2, Salmon Arm School; H. B. King, Division 1, General Gordon School, Vancouver; R. Straight, Division 1, Lord Tennyson School, Vancouver; H. A. Eckardt, Division 1, Mission School; Miss Christine T. Murray, Division 10, Dawson School, Vancouver; Miss M. Rosalind Wilson, Division 6, Simon Fraser School, Vancouver; Mrs. L. Jewel Morrish, Division 5, Central School, Trail; Miss Gwendoline Owens, Division 9, Consolidated School, Duncan; Miss Eliza Milligan, Division 7, Central School, Prince George; Miss Leila L. Carroll, Division 3, Central School, Courtenay.

Small Graded Schools (Two to Four Divisions).

Miss Elizabeth M. Bell, Division 2, Vananda Superior School; Mrs. Mary A. E. Bilton, Division 1, County Line School, Langley Municipality; Miss Ruby J. Glaser, Division 1, Naramata School; J. N. Burnett, Division 1, Capitol Hill School, Burnaby Municipality; Miss Sydney G. Timaeus, Corbin School; Miss Grace Meredith, Division 3, Fruitlands School; Miss Margaret E. Beckwith, Division 2, Enderby School; Mrs. Verle Moore, Division 2, Silverton School; Miss Winnifred McGibbon, Division 3, Sooke Superior School; Miss Kathleen M. Morrow, Division 2, Vanderhoof School; Miss Annie Bailie, Division 2, Union Bay School.

UNGRADED SCHOOLS.

Miss Jean C. McDiarmid, Inverholme School, Delta Municipality; Miss Louise Girling, Anniedale School, Surrey Municipality; Miss Phyllis Creighton, Oona River School; Miss Thelma Hobbs, Kaleden School; Mrs. Olive Nye, Roche Point School, North Vancouver Municipality; Miss Gretha Klein, Balfour School; Miss Florence W. Ardiel, Lytton School; Miss Hannah Fracy, Divide School, Ganges Harbour; Miss Winnifred G. Lockwood, Gleneden School, Salmon Arm Municipality; Miss Verna A. Chasteney, St. Vincent Bay School; Miss Kathleen F. Corry, Bridesville School; Miss Stella Mason, Oyster School; Miss Inez Ratledge, Bouchie Lake School; Miss Edith Chandler, Nob Hill School.

Three prizes of $10 each awarded to each of the eighteen inspectorates; amount expended under this head, $510.

PHYSICAL TRAINING, 1924–25.

For competition among the various schools during 1924–25 the sum of $30 has been granted to each of the eighteen inspectorates. This sum is to be divided into three prizes of $10 each. For purposes of competition and inspection the schools are to be divided into three groups or classes, namely: Group A, of five divisions or more; Group B, of two to four divisions, inclusive; Group C, of schools containing only one room or division. In any inspectorate where this classification is found to be unsatisfactory the matter of dividing the schools into three groups or classes for the purpose of awarding three prizes of equal value is to be left to the discretion of the Inspector in charge.

In all cases, however, the teacher and the class are to be considered as the unit in making comparisons for granting awards. The full amount of the award is to be expended for a picture or some piece of apparatus (suitably inscribed) for the room 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.

SCHOOL CADET CORPS, 1923–24.

The following report on the activities of the school cadet corps during 1923–24 was submitted to the Local Committee by Captain J. M. Cumming, Inspector, Cadet Services:—

"Number of school cadets between the ages of 12 and 18 years trained during the year 1923–24	5,407
Number of active school cadet units	53

"The above figures show a slight increase, both in the number of cadets trained and also in the number of active corps, over the previous year.

"The standard of efficiency throughout the Province shows an improvement, which may be attributed to the following reasons:—

"(1.) A few instructors whose work in the previous year was not considered to be of a sufficiently high standard have been replaced.

"(2.) The elimination of certain subjects of purely military value and the withdrawal of rifles from almost all corps has given opportunity to devote all cadet-training time to securing physical and disciplinary benefits.

"(3.) The courses held for cadet instructors in 1923 have provided an increased supply of highly trained instructors.

"It is deeply regretted that, owing to the continued necessity for economy in all public affairs, cadet camps could not be held this year as a public charge. Camp equipment was placed at the disposal of any cadet corps to hold camps in their own vicinity and at their own expense. Successful camps were held in this way at four different points. It is sincerely hoped that funds for cadet camps may be available in the summer of 1925.

"A qualifying course for cadet instructors was held at Victoria from July 14th to August 16th, at which fifteen candidates qualified for certificates.

"A 'refresher' course, designed to meet the requirements of officers of the cadet services who qualified some years ago, was held at Victoria from July 14th to July 20th, and was attended by thirteen officers. This type of course proved to be of particular value in brushing up already qualified instructors and also in correcting faults which had crept into their instruction.

"Hereunder is a list of the various cadet corps in order of merit as at their last annual inspection, June, 1924:—

(Possible marks 1,000.)

A Co.	101, King Edward, Vancouver	855
E Co.	101, Technical, Vancouver	850
D Co.	101, Technical, Vancouver	815
A Co.	388, Boys' Central, Victoria	810
D Co.	388, North Ward, Victoria	800
	101, Alexandra, Vancouver	750
	101, General Gordon, Vancouver	745
	530, Mission	745
	101, Tennyson, Vancouver	730
	101, Aberdeen, Vancouver	710
	530, T. J. Trapp, Westminster	700
	101, Kitsilano, Vancouver	690
	349, Lampson Street, Esquimalt	690
	530, D. of C. High, Westminster	680
	101, Henry Hudson, Vancouver	670
	101, King George, Vancouver	640
	101, Fairview, Vancouver	640
	101, Britannia, Vancouver	640
	388, Sir James Douglas, Victoria	640
	101, Simon Fraser, Vancouver	630
	101, Central, Vancouver	630
	101, Cecil Rhodes, Vancouver	625
	101, Model, Vancouver	618
	101, Franklin, Vancouver	615
	101, Livingstone, Vancouver	615
	388, Oaklands, Victoria	615
	101, Lord Roberts, Vancouver	610
	388, George Jay, Victoria	610
A Co.	101, Dawson, Vancouver	605
	112, Victoria, High, Victoria	600
	1126, Armstrong, Armstrong	600
	101, Lord Nelson, Vancouver	590
	388, Victoria West, Victoria	590
	101, Grandview, Vancouver	585
	530, Central, Westminster	580
	101, Strathcona, Vancouver	580
	101, Laura Secord, Vancouver	580
	101, Macdonald, Vancouver	560
	388, Quadra, Victoria	560
G Co.	530. Cloverdale, Surrey	530
	101, Hastings, Vancouver	520
D Co.	530, Chilliwack,	510
	388, South Park, Victoria	510
	388, Margaret Jenkins, Victoria	510
	268, Tecumseh, South Vancouver	510
	604, Richard McBride, South Vancouver	510
	938, Gilmore Avenue, Burnaby	510
B Co.	101, Dawson School, Vancouver	510

950, Merritt	510
952, Enderby	510
897, Vernon	510
432, Prince Rupert	510
101, Charles Dickens, Vancouver	510"

Twenty-six prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held October 27th, 1924, 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 1923–24 amounted to $325, 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, 1923–24, prizes were provided for forty-four qualified corps or units specified in returns—namely, $3.75 each; this amount to form cash prizes for the three best shots in each corps or unit (1st prize, $1.50; 2nd prize, $1.25; 3rd prize, $1).

The expenditure under this head for 1923–24 amounted to $165.

FINANCIAL STATEMENT FOR 1923–24.

The funds at the disposal of the Local Committee for 1923–24 amounted to $1,566.13 and the expenditure for the year $1,005.01, leaving a balance of $564.87. Of the latter sum, $540 has already been voted for physical-training prizes for 1924–25.

Receipts.

1923–24.	Balance on hand from 1922–23	$ 607 85
	Interest to November 30th, 1923	13 49
	Interest to May 31st, 1924	9 30
	Allowance to Secretary (added to fund)	10 00
	Grant for 1923–24	929 24
		$1,569 88

Disbursements.

1923–24.	Prizes for physical training	$ 510 00
	Prizes for cadet-training	325 00
	Prizes for rifle shooting	165 00
	Prize for rifle shooting omitted in last report	3 75
	Revenue stamps for cheques	1 26
		$1,005 01
	Balance on hand	$ 564 87

I have, etc.,

J. L. WATSON,

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