FIFTY-FIFTH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1925-26

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.
1926.

PROVINCIAL LIBRARY,
VICTORIA, B. C.

To His Honour ROBERT RANDOLPH BRUCE,

Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

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

J. D. MACLEAN,

Minister of Education.

November, 1926.

DEPARTMENT OF EDUCATION.

Minister of Education:

Hon. J. D. MacLean, M.D., C.M., LL.D.

Superintendent of Education:

S. J. Willis, B.A., LL.D.

Assistant Superintendent of Education:

J. D. Gillis.

Inspectors of High Schools:

A. Sullivan, B.A., Victoria.

J. B. DeLong, B.A., Vancouver.

Inspectors of Elementary Schools:

L. J. Bruce, Vancouver.
F. G. Calvert, Vancouver.
E. G. Daniels, B.A., New Westminster.
H. C. Fraser, M.A., Prince Rupert.
G. H. Gower, M.A., Prince George.
T. R. Hall, B.A., Kelowna.
V. Z. Manning, B.A., Cranbrook.
A. F. Matthews, M.A., Kamloops.
W. H. M. May, Victoria.
A. E. Miller, Revelstoke.
H. H. MacKenzie, B.A., Vancouver.
J. M. Paterson, B.A., Nanaimo.
J. T. Pollock, Vancouver.
P. H. Sheffield, B.A., Nelson.
A. C. Stewart, Victoria.

SPECIAL OFFICIALS.

Director of Elementary Agricultural Education:

J. W. Gibson, M.A., B.Paed.

Organizer of Technical Education:

John Kyle, A.R.C.A.

Officer in Charge of Correspondence Courses:

James Hargreaves.

Registrar:

J. L. Watson, B.A.

Officer in Charge of Free Text-books:

J. A. Anderson.

Director of Home Economics:

Miss J. L. MacLenaghen, B.Sc.

Chief Clerk:

George Cruickshank.

NORMAL SCHOOL STAFFS.

Vancouver:

D. M. Robinson, B.A., Principal.
A. Anstey, B.A.
W. P. Weston.
H. B. MacLean.
J. A. MacIntosh, B.A.
A. E. C. Martin, B.Sc.
A. R. Lord, B.A.
W. G. Black, B.A., M.A.
Miss L. A. Burpee.
Miss E. M. Coney.
Miss N. V. Jones, B.A.

Victoria:

D. L. MacLaurin, B.A., Principal.
V. L. Denton, B.A.
H. Dunnell.
B. S. Freeman, B.A.
C. B. Wood, B.A., M.A.
Miss G. G. Riddell.
Miss L. B. Isbister.

Model School:

Miss Kate Scanlan.
Miss I. M. F. Barron.

TABLE OF CONTENTS.

Part I.

	Page.
Superintendent's Report	9
Inspectors' Reports—	
High Schools	28
Elementary Schools	30
Municipal Inspectors' Reports—	
New Westminster	43
Vancouver	43
Vancouver, South	47
Victoria	48
Reports on Normal Schools—	
Vancouver	51
Victoria	52
Report of the Principal, School for the Deaf and the Blind	55
Report of the Organizer of Technical Education	57
Report of the Director of Elementary Agricultural Education	65
Report of the Director of the Summer School for Teachers	68
Report of the Officer in Charge of the Free Text-book Branch	75
Report of the Secretary, Local Committee, Strathcona Trust	77

Part II.

Statistical Returns—	
High Schools (Cities)	2
High Schools (Rural Municipalities)	12
High Schools (Rural Districts)	18
Elementary Schools (Cities)	20
Elementary Schools (Rural Municipalities)	60
Elementary Schools (Rural Districts)	86
Elementary Schools (Assisted)	94
Elementary Schools (E. & N. Railway Belt)	108
Names of Schools, Number of Teachers, etc., in each of the Electoral Districts	114

Part III.

High School Examination—	
Names of the Winners of Medals and Scholarships	121
Number of Successful Candidates at each Centre	122
High School Entrance Examination—	
Names of Medal-winners	126
Number of Successful Candidates at each Centre	126
High School Entrance Examination Papers	135
High School Examination Papers—	
Grade IX.	143
Grade X.	152
Grade XI. (Junior Matriculation)	161
Grade XII. (Senior Matriculation)	176

PART I.

GENERAL REPORT.

Report of the Superintendent of Education, 1925-26.

EDUCATION OFFICE,
VICTORIA, B.C., November, 1926.

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

SIR,—I beg to submit herewith the Fifty-fifth Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1926.

ENROLMENT.

The enrolment in the schools of the Province increased during the year from 97,954 (49,621 boys and 48,333 girls) to 101,688 (51,380 boys and 50,308 girls), and the average daily attendance from 82,721 to 85,293. The percentage of regular attendance was 83.88.

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

Classes of Schools.	Number of Pupils enrolled.		Increase in Enrolment.	Number of Teachers employed.		Average Number of Pupils per Grade Teacher.
	1925–26.	1924–25.		Grade Teachers.	Special Instructors.	
High schools in cities	8,077	7,373	704	241	25	33
High schools in rural municipalities	3,304	2,855	449	111	3	30
High schools in rural districts	398	369	29	21	.....	19
Elementary schools in cities	41,684	41,290	394	1,099	90	38
Elementary schools in rural municipalities	28,678	27,178	1,500	836	53	34
Elementary schools in rural districts	19,547	18,889	658	917	.....	21
Totals	101,688	97,954	3,734	3,225	171	.....

In addition to the numbers given above, there were enrolled in the—

Correspondence classes	250	pupils.
Night-schools	6,017	,,
Normal School, Vancouver	256	students.
Normal School, Victoria	176	,,
Victoria College	151	,,
University of British Columbia	1,447	,,
Total	8,297	

The number of children of foreign parentage who attended the public schools of the Province during the year was as follows:—

	Chinese.	Japanese.	Hindus.	Scandinavians.	Swiss.	Slavs.	Poles.	Germans.
City schools	1,185	1,244	12	745	15	49	142	142
Municipal schools	113	951	7	613	18	.....	88	122
Rural schools	99	282	1	996	41	131	69	176
Totals	1,397	2,477	20	2,354	74	180	299	440

	French.	Americans (U.S.A.).	Austrians.	Galicians.	Russians.	Italians.	Doukhobors.	Other Foreign Countries.
City schools	115	197	156	.....	373	1,202	100	425
Municipal schools	63	149	49	5	120	161	13	119
Rural schools	61	139	129	11	136	351	487	243
Totals	239	485	334	16	629	1,714	600	787

SOME RECOMMENDATIONS OF THE SCHOOL SURVEY COMMISSION.

(*a.*) *New Appointments.*—In accordance with strong recommendations made by the gentlemen who recently made an exhaustive survey of the Provincial system of education a Director of Home Economics has been appointed in the person of Miss Jessie L. McLenaghen, B.Sc. (Columbia). She has held important positions in the Province of Saskatchewan and in Albany, New York. Her scholarship, experience, and training will enable her to encourage and stimulate the teachers of domestic science in our elementary and high schools and to direct their work along the most approved lines. I confidently expect that there will be renewed activity in that important branch of study. Reference may well be made at this point to the splendid efforts of the Provincial Parent-Teacher Federation of British Columbia in launching and directing a campaign to raise the sum of $80,000 for the establishment of a Chair in Home Economics at the University of British Columbia. It is hoped that success will crown their efforts.

Two additions have been made to the staff of the Vancouver Normal School: Mr. W. G. Black, B.A. (U.B.C.), M.A. (Chicago), has been appointed instructor in Educational Psychology, Mental Tests and Measurements, and History of Education. Miss Norah Vivian Jones, B.A., will give instruction in Physical Training, Folk-dancing, and School Games for Girls, and in Hygiene. She is a graduate of our own University as well as of the Margaret Eaton School of Physical Education, Toronto.

Provision has also been made in the Estimates for the appointment of a Chief Inspector of Schools, who will inspect our Normal Schools and co-ordinate the work of inspection throughout the Province.

(*b.*) *Middle School.*—A programme for Junior High Schools is now in course of preparation by this Department with the assistance of a committee of teachers who are not only sympathetic with the aims and objects of such schools, but are conversant with what is being done in the best schools of this class in America. A beginning has already been made in Junior High School work on a small scale in Point Grey and Penticton.

(*c.*) *Inspection of Schools.*—The Provincial Inspectors who have been carrying on regular inspection in the elementary schools of the Cities of Vancouver, Victoria, and New Westminster have been relieved almost entirely of their usual duties in those cities, and their time is now available for the inspection and partial supervision of schools in district municipalities and rural districts. There is still need of the appointment of several additional Provincial or Municipal Inspectors if we are to approach the standard recommended in the Commissioners' report, where it is stated that the aim should be to form inspectorial divisions containing from fifty to one hundred teachers, depending upon the geographical area over which the schools extend. Municipal Inspectors should be appointed without delay in Point Grey and Burnaby, and some other cities and district municipalities should, in the near future, form the whole or a part of an inspectorial division in charge of a Municipal Inspector.

(*d.*) *School Finance.*—The suggestions of the Commissioners relating to school finance are undoubtedly sound in theory. The principle of a flat grant per teacher, on which Provincial aid has been largely based for many years, cannot be regarded as scientific, but before a change is made to another system it would seem to me that some uniform basis should be devised for assessing the value of real and personal property in cities and district municipalities and that the percentage of improvements to be taxed should be the same throughout, at least for school purposes. Any reorganization that might be made at the present time in Provincial aid, if based upon some unit of assessed value of property, would show many instances of as great inequality and injustice as exists under the present system of making grants to districts. It will be necessary, in my opinion, for some authority representing the municipalities or the Government to standardize the assessments in cities and district municipalities before an attempt is made to create and make a fair apportionment of an equalization fund. It would seem advisable also that the Legislature should empower Municipal Councils to impose and collect a tax on the incomes not now taxed of all persons living within their boundaries, and that the sum thus raised be used to lessen the burden of taxation for school purposes now borne solely by property-owners.

TEXT-BOOKS.

There has been but little change in the prescribed text-books. A book of selections of Canadian prose and poetry, compiled by one of our Canadian authors, A. M. Stephen, who is a resident of this Province, has been authorized and is now studied by all children in Grades VII.

and VIII. of our elementary schools, and "Familiar Fields," by Peter McArthur, another Canadian writer, is an optional text in Grade VII. literature.

The course in citizenship has been strengthened by the authorization of McCaig's book entitled "Studies in Citizenship," adapted for use in our schools by Professor H. Angus, of the University of British Columbia. This book and Professor Angus's book, "Citizenship in British Columbia," which was printed by the King's Printer and is a reference-work for teachers, will provide suitable material on which to base lessons in citizenship.

The English Literature of the High School Course was modified by the adoption of "English Prose Selections" (MacDonald), containing Short Stories, Essays, and Miscellaneous Pieces for Grades IX. and X., and "A Selection of English Poetry," Books I. and II., for Grades X. and XI. The revised course will, I believe, prove satisfactory for several years if some additional Canadian poems are added to the list.

The cost of prescribed books to pupils at the publishers' prices is as follows: Grade I., *nil;* Grade II., *nil;* Grade III., 20 cents; Grade IV., 25 cents; Grade V., $1.15; Grade VI., $1.70; Grade VII., $2.33; Grade VIII., $2.10; or a total for eight years of $7.73. Adding the cost of a 50-cent dictionary the total will come to $8.23, or an average of $1.04 per year. In the High School the cost of necessary prescribed texts to pupils taking the general course, with Language option, according to publishers' list prices, is as follows: Grade IX., $8.11; Grade X., $2.95; Grade XI., $5.40. The local booksellers' prices will be at least 25 per cent. in excess of the figures given. The cost of note-books and necessary school supplies is not included.

Changes in Regulations governing Departmental Examinations.

In June, 1926, for the first time candidates for Junior Matriculation and Normal Entrance were granted the privilege of writing on the examination in parts and were given standing in all papers on which they made at least 50 per cent. Heretofore they were required to take the whole examination at one time and inability to obtain an average of 50 per cent. on the aggregate resulted in failure in the whole examination. In such cases it was necessary to take up all subjects again and to rewrite the whole examination the following year. Now good work in any subject will stand to a candidate's credit, the only condition being that the full requirements must be met within a period of three years. The principle of promotion by subject has therefore been recognized and the same system now prevails so far as practicable in Grades IX. and X. also.

Some modifications, too, of the regulations governing admission to high schools have been made. Under the new regulations Entrance pupils attending a public school of four or more divisions shall, unless the Board of School Trustees of the district request the Department of Education to give such pupils a written examination, be issued Entrance Certificates on the recommendation of a committee composed of the principal of the school, the principal of the high school of the district, the Municipal Inspector of Schools (if one is employed), and the Provincial Inspector of Schools. This system of promotion will, I think, work out satisfactorily if all the principals will use care and good judgment in making recommendations to the promotion committees. Entrance pupils attending public schools of fewer than four divisions, which are, in many cases, in charge of young teachers with little class-room experience and a limited knowledge of the requirements for admission to high schools, and also Entrance pupils enrolled at private schools must, before they are issued certificates, pass an examination in Canadian History or Drawing, Arithmetic, Grammar and Composition, Geography, Penmanship and Dictation and Spelling. Under the old regulations 60 per cent. (the most proficient) of the Entrance pupils in classes of seven or more divisions were promoted on recommendation. The other 40 per cent., as well as pupils in attendance at public schools of fewer than seven divisions and at private schools, were required to sit for the Entrance Examination. At the end of June, 1925, there were promoted on recommendation 2,130 pupils and by examination 3,568. In June last 4,468 pupils received certificates on the recommendation of the promotion committees and 1,743 by passing the examination set by the Department.

Centralization of Schools.

Public opinion in rural districts is beginning to view with favour the plan of uniting, wherever possible, adjoining districts and establishing central schools. Within the last few years several districts have adopted this scheme. Localities which until recently were served by one-room schools now provide instruction for the children in central graded schools, to and from

which they are conveyed every morning and afternoon. These central schools provide high-school as well as elementary-school privileges. The larger enrolment makes it possible to put all pupils into suitable grades and classes. Consolidated schools not only provide improved class-room service, but also may be used as centres for community enterprises. Under such conditions the pupils and their parents make a larger circle of friends, which tends towards social unity and civic pride.

The five districts of Merville, Grantham, Sandwick, Headquarters, and Dove Creek, in the Comox Valley, have lately been united into one district to be known as the Tsolum Consolidated School District. The three rural districts of Comox, Lazo, and Nob Hill have also been united into one district under the name of the Comox Consolidated School District. When the central school buildings are completed the School Boards will have the high-school and upper-grade pupils conveyed to them, but will keep the old one-room schools in operation for the pupils of the lower grades, who will thus be able to attend schools near their homes and avoid hardships that might arise from transportation.

AGRICULTURAL INSTRUCTION.

Two years ago Federal aid towards agricultural instruction was withdrawn. As a result several School Boards discontinued the teaching of agriculture through the District Supervisor system, which provided a programme for elementary schools as well as for high schools. Other Boards, while omitting the elementary-school programme, retained specialists to teach agriculture and science in their high schools. Five hundred and sixty-six of the students enrolled in the high schools of the Province took the Two-year Course in Agriculture, which combines field and laboratory study.

The curtailment of the special grants to teachers and trustees led in some instances to the discontinuance of school-gardening. However, due to the encouragement in some districts of such local organizations as Horticultural Societies, Women's Institutes, Parent-Teacher Associations, and Agricultural Societies, much interest was displayed by the children in the cultivation of home-gardens. Nursery trees, shrubs, and money grants were given by this Department to those School Boards which carried out a well-planned scheme of school-ground improvement.

MANUAL TRAINING AND DOMESTIC SCIENCE.

Classes in manual training were conducted at eighty-three centres by seventy-five instructors, with an enrolment of 12,250 elementary-school pupils and 2,001 high-school pupils. Home economics was taught at fifty-five centres to 9,250 elementary-school pupils and 2,205 high-school pupils. In the past the work of supervising the teaching of home economics was carried out by the Organizer of Technical Education. In future the course will be in charge of a supervisor who will devote her whole time to the organization and direction of the work at the various centres.

TECHNICAL EDUCATION, NIGHT-SCHOOLS, AND CORRESPONDENCE CLASSES.

Technical high schools are in operation in New Westminster, Trail, Vancouver, and Victoria. In addition to the courses in academic and technical subjects, New Westminster and Vancouver provide courses in Household Science and Commercial subjects and Victoria in Commercial subjects. Classes for Commercial students were conducted also in the High Schools of South Vancouver, Point Grey, Burnaby, North Vancouver, Surrey, Kamloops, Prince Rupert, Revelstoke, Nelson, and West Vancouver. In all, 870 students took the Technical Course, 212 the Household Science Course, and 1,562 the Commercial Course.

Night-schools were conducted at thirty-seven centres, with an enrolment of 6,017 students. Among those who attended were twenty-five students who are preparing for positions as teachers in commercial high schools and forty-eight others who desire to qualify for positions as instructors in manual training and technical subjects. Instruction in the elementary-school subjects was given through correspondence lessons to 250 children who live in districts where schools have not yet been opened. One hundred and ninety-five other students were given instruction in coal-mining and mine-surveying. The total amount expended by the Department of Education towards the maintenance of night-schools, training of teachers for manual training, correspondence lessons, and for technical education (not including home economics and manual training) was $102,516.09. But as the Federal Government makes grants to the Provincial Governments to meet 50 per cent. of the amount expended for such work, the actual cost to this

Province was $51,258.04. Excerpts from the latest report of the Dominion Director on Technical Education show that the Province of British Columbia ranks fifth in Canada for the amount of Provincial expenditure on technical education; second place for the number of students attending night-schools; third place for the number taking correspondence courses; and second for the number taking training as technical teachers.

SUMMER SCHOOLS.

The gain in enrolment from year to year shows that the Summer Schools are rendering a service which is of increasing interest and profit to the students. The first summer session of the University of British Columbia was held in 1921 and was attended by 134 students, of whom only fifty-five sat for the final examinations. The enrolment this year was 441. Of this number, 347 wrote off the final examinations. The increase in enrolment is, no doubt, due to the efforts of the University to offer courses which will enable the students to improve their academic and professional standing. Instruction in the Third Year of the Arts Course was given for the first time by the summer session in July last. Students who have completed the work of the first and second years and who are now taking up the third year are anxious to proceed to their degree through private study and attendance at the summer session. The commercial classes established several years ago are largely attended. Some of the students have completed the prescribed course and are now employed as teachers of commercial subjects in high schools.

The Provincial Summer School held in Victoria had an attendance of 346 teachers, a staff of thirty-three instructors, and a demonstration school with eight instructors. A splendid spirit and an intense interest were maintained throughout the whole session. The demonstration school comprised five classes with a total enrolment of 169 pupils selected at random from over 300 pupils from Victoria who applied for admission. This school gives the teachers in attendance an opportunity to observe the most approved methods of class-room procedure. Complete details regarding the courses offered and the work of the session are given in the report of the Director.

TEACHERS' CERTIFICATES.

The following table shows the number of teachers of each sex employed during 1925–26 and 1924–25, and also the number of certificates of each class held by the teachers:—

Schools.	Number of Certificates of each Class.						No. of Teachers of each Sex.		Total.
	Academic.	First.	Second.	Third.	*Temp.	Special.	Male.	Female.	
High schools	362	.....	.....	.....	11	28	250	151	401
City elementary	117	396	526	53	7	90	249	940	1,189
Rural municipal elementary	30	239	507	55	5	53	183	706	889
Rural and assisted elementary	39	252	570	50	6	....	184	733	917
Totals, 1925–26	548	887	1,603	158	29	171	866	2,530	3,396
Totals, 1924–25	535	780	1,597	187	19	176	847	2,447	3,294

* Granted to teachers of commercial and other special subjects.

HIGH SCHOOLS—CITIES.

The enrolment in the city high schools during the year 1925–26 was 8,077. Of this number, 3,702 were boys and 4,375 were girls.

The number of divisions and the enrolment for 1925–26 and for 1924–25 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1925–26.	Total Enrolment, 1924–25.
Armstrong	1	3	79	86
Chilliwack	1	7	235	227
Courtenay	1	2	64	58
Cranbrook	1	6	161	132
Cumberland	1	2	60	55
Duncan	1	3	72	48
Enderby	1	1	37	32
Fernie	1	5	142	122
Grand Forks	1	3	103	90
Kamloops	1	8	208	182
Kaslo	1	2	37	38
Kelowna	1	3	105	94
Ladysmith	1	3	93	74
Merritt	1	1	52	44
Nanaimo	1	8	264	190
Nelson	1	8	259	244
New Westminster	2	20	665	649
Port Alberni	1	2	41	42
Port Coquitlam	1	1	43	41
Port Moody	1	1	13	.....
Prince George	1	3	59	69
Prince Rupert	1	6	143	145
Revelstoke	1	6	151	113
Rossland	1	4	82	83
Salmon Arm	1	4	87	75
Slocan	1	1	12	12
Trail	1	4	127	118
Vancouver	6	84	3,149	2,837
Vancouver, North	1	10	317	315
Vernon	1	6	158	138
Victoria	1	34	1,059	1,020
Totals, 1925–26	37	251	8,077	7,373
Totals, 1924–25	36	234	7,373	.....

High Schools—Rural Municipalities.

The enrolment in the rural municipal high schools during the year was 3,304. Of this number, 1,424 were boys and 1,880 were girls.

The number of schools and of divisions and the enrolment for the year 1925-26 and the year 1924-25 are shown in the following table:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1925-26.	Total Enrolment, 1924-25.
Burnaby	2	13	404	322
Delta	1	3	82	63
Esquimalt	1	3	62	53
Kent	1	2	36	29
Langley	1	3	68	61
Maple Ridge	1	3	68	52
Matsqui	2	2	60	51
Mission	1	3	67	78
Oak Bay	1	7	205	195
Peachland	1	1	16	12
Penticton	1	6	162	176
Point Grey	3	25	854	684
Richmond	1	3	88	91
Summerland	1	3	70	65
Surrey	1	5	123	107
Vancouver, South	1	22	855	744
Vancouver, West	1	4	84	72
Totals, 1925-26	21	108	3,304	2,855
Totals, 1924-25	21	97	2,855	.....

High Schools—Rural Districts.

The enrolment in the rural high schools for the year was 398. Of this number, 180 were boys and 218 were girls.

The number of schools and of divisions and the enrolment for the years 1925-26 and 1924-25 are given in the table below:—

District.	Number of Schools.	Number of Divisions.	Total Enrolment, 1925-26.	Total Enrolment, 1924-25.
Abbotsford	1	2	44	55
Creston	1	2	46	50
Golden	1	1	20	18
Granby Bay	1	2	26	24
Howe Sound	1	1	20	19
Keremeos	1	1	15	11
Kimberley	1	1	16	.....
Kitsumgallum	1	1	15	.....
Nakusp	1	1	32	24
New Denver	1	1	25	31
Ocean Falls	1	3	37	26
Oyama	1	1	21	26
Powell River	1	2	41	36
Princeton	1	1	23	18
Smithers	1	1	17	18
Totals, 1925-26	15	21	398	369
Totals, 1924-25	14	19	369	.....

ELEMENTARY SCHOOLS—CITIES.

The enrolment in the city elementary schools was 41,684. The number of boys was 21,285; of girls, 20,399.

The number of schools, the number of divisions, the total enrolment for the school-year 1925–26, and the total enrolment for the school-year 1924–25 in each city are shown in the table below:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1925–26.	Total Enrolment, 1924–25.
Alberni	1	4	120	117
Armstrong	1	13	496	488
Chilliwack	1	9	341	352
Courtenay	1	7	254	273
Cranbrook	3	20	715	724
Cumberland	1	13	505	491
Duncan	1	11	418	403
Enderby	1	3	91	115
Fernie	1	21	753	831
Grand Forks	1	10	396	382
Greenwood	1	3	101	100
Kamloops	2	22	813	818
Kaslo	1	4	103	108
Kelowna	1	14	607	522
Ladysmith	1	10	339	377
Merritt	1	10	350	366
Nanaimo	4	28	1,112	1,180
Nelson	2	25	954	939
New Westminster	5	67	2,601	2,563
Port Alberni	1	7	254	233
Port Coquitlam	2	7	247	253
Port Moody	1	6	222	223
Prince George	1	9	364	363
Prince Rupert	3	22	811	786
Revelstoke	1	16	611	621
Rossland	1	11	470	465
Salmon Arm	1	5	181	183
Slocan	1	2	48	47
Trail (including Tadanac)	1	25	959	852
Vancouver	31	483	19,208	18,838
Vancouver, North	3	41	1,527	1,481
Vernon	1	19	742	793
Victoria	16	134	4,971	5,003
Totals, 1925–26	94	1,081	41,684	41,290
Totals, 1924–25	94	1,069	41,290	.....

Elementary Schools—Rural Municipalities.

The enrolment in the rural municipal elementary schools was 28,678. The number of boys enrolled was 14,788; of girls, 13,890.

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 1925–26, and the enrolment for the school-year 1924–25:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1925–26.	Total Enrolment, 1924–25.
Burnaby	18	91	3,544	3,187
Chilliwack	14	31	912	856
Coldstream	2	3	77	82
Coquitlam	6	9	259	246
Cowichan, North	4	7	196	199
Delta	12	19	516	535
Esquimalt	1	15	454	482
Kent	2	5	175	165
Langley	16	30	905	869
Maple Ridge	10	23	754	701
Matsqui	11	20	558	558
Mission	9	19	583	570
Oak Bay	2	16	614	578
Peachland	2	3	62	72
Penticton	1	18	643	667
Pitt Meadows	2	4	126	91
Point Grey	9	107	4,207	3,661
School for Deaf and Blind	1	9	79	80
Richmond	7	27	1,019	975
Saanich	15	60	1,871	1,846
Salmon Arm	7	8	242	256
Sumas	4	7	203	193
Summerland	1	8	296	281
Surrey	20	41	1,212	1,180
Vancouver, North	5	23	753	710
Vancouver, South	16	212	7,760	7,528
Vancouver, West	4	20	658	578
Totals, 1925–26	201	835	28,678	27,178
Totals, 1924–25	201	797	27,178	.....

Summary of Enrolment by Grades in Elementary Schools.

Schools.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.
City municipal	5,610	4,724	5,221	5,521	5,640
Rural municipal	4,218	3,568	3,640	3,824	3,691
Rural	1,372	1,027	1,148	1,047	1,053
Assisted	1,758	1,118	1,179	1,175	928
E. & N. Belt	525	304	370	365	398
Totals	13,483	10,741	11,558	11,932	11,710

Schools.	Grade VI.	Grade VII.	Grade VIII.	Grades IX. and X.	Total.
City municipal	5,104	4,590	5,078	196	41,684
Rural municipal	3,271	3,092	3,345	29	28,678
Rural	847	793	817	236	8,340
Assisted	766	604	600	130	8,258
E. & N. Belt	336	288	319	44	2,949
Totals	10,324	9,367	10,159	635	89,909

SPECIAL TESTS.

During the months of May and June objective tests in Canadian history, British history, hygiene, and nature-study were given by the Inspectors to over 6,000 Grade VIII. pupils in various schools throughout the Province. The median scores made by these pupils in the four subjects were:—

	Median.
Canadian history	25
British history	27
Hygiene	47
Nature-study	29

The following table gives the standing attained by each of the schools tested:—

CITIES.

School.	The Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
Armstrong	21	25	51	32
Chilliwack	34	34	45	26
Cranbrook	31	33	46	30
Duncan	35	31	49	35
Enderby	31	39	48	32
Fernie	25	25	44	30
Grand Forks	23	26	47	28
Greenwood	22	22	44	31
Kaslo	26	30	48	34
Kelowna	24	20	48	25
Ladysmith	26	30	48	29
Nelson:				
Central	27	27	46	25
Hume	32	28	48	28
New Westminster:				
Central	20	29	45	27
Lister-Kelvin	18	24	44	28
Richard McBride	19	22	46	27
Herbert Spencer	21	24	47	29
Port Coquitlam	13	14	44	27
Port Moody	23	27	43	27
Prince George	38	41	47	28
Prince Rupert:				
Booth Memorial	28	34	50	29
Borden Street	34	30	46	27
Revelstoke	28	20	46	24
Rossland	20	20	44	25
Salmon Arm	26	30	48	31
Slocan City	16	20	44	27
Trail-Tadanac	26	25	44	25
Vancouver:				
Aberdeen	20	24	48	32
Bayview	24	31	48	31
Beaconsfield	29	30	49	28
Charles Dickens	31	33	49	30
Franklin	22	29	46	30
General Gordon	29	34	49	34
Grandview	31	30	47	29
Hastings	22	31	48	33
Livingstone	21	25	47	29
Model	19	20	48	28
Macdonald	24	30	50	32
Florence Nightingale	24	28	47	28
Cecil Rhodes	26	27	47	27
Laura Secord	22	24	46	26
Seymour	22	27	46	28
Lord Tennyson	24	25	48	33

Cities—*Continued.*

School.	The Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
North Vancouver:				
Lonsdale	29	36	48	30
Queen Mary	34	31	46	32
Vernon	30	30	46	30
Victoria:				
Boys' Central	17	19	44	25
Sir James Douglas	24	34	46	34
Girls' Central	20	26	45	24
George Jay	21	22	46	27
Margaret Jenkins	28	32	48	26
North Ward	20	22	45	24
Oaklands	18	32	45	31
Quadra	21	36	45	32
South Park	24	24	48	25
Victoria West	22	24	47	32

Rural Municipalities.

Burnaby:				
Edmonds Street	26	31	47	31
Gilmore Avenue	30	26	47	27
Hamilton Road	25	28	52	32
Inman Avenue	13	21	45	26
Kingsway, West	28	29	46	28
Nelson Avenue	21	29	47	28
Schou Street	12	14	44	22
Chilliwack:				
Atchelitz	26	23	46	27
Camp Slough	26	32	39	24
Cheam	16	20	43	22
Chilliwack, East	25	17	40	32
Fairfield Island	24	15	36	27
Lotbiniere	23	28	47	32
Robertson	22	23	46	28
Rosedale	12	18	43	27
Sardis	19	26	45	32
Strathcona	17	13	42	22
Coquitlam:				
Blue Mountain	26	34	43	36
Central	12	18	43	29
Cowichan, North: Chemainus	33	32	47	30
Delta: Ladner	22	24	44	26
Esquimalt	36	37	51	30
Kent: Agassiz	20	22	42	31
Langley:				
Aldergrove	24	22	46	38
County Line	20	28	45	31
Langley Fort	30	28	50	34
Langley Prairie	27	25	46	32
Milner	29	33	46	31
Murrayville	30	27	48	28
Otter	31	26	47	28
Maple Ridge:				
Hammond	21	30	46	31
Haney	22	26	45	28
Maple Ridge	40	41	44	33
Ruskin	16	11	42	28
Webster's Corners	15	28	39	23

RURAL MUNICIPALITIES—*Continued.*

School.	The Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
Matsqui:				
Aberdeen	14	13	49	31
Bradner	17	20	41	23
Clayburn	24	30	45	25
Glenmore	25	31	45	34
Matsqui	19	16	43	36
Mount Lehman	38	33	47	31
Peardonville	9	....	....	23
Poplar	34	32	44	33
Ridgedale	32	38	44	38
Mission:				
Hatzic	10	12	35	24
Mission	24	23	49	35
Oak Bay:				
Monterey Avenue	26	27	45	29
Willows	32	33	49	31
Penticton: Penticton	29	30	47	28
Pitt Meadows	21	21	46	28
Point Grey:				
Edith Cavell	32	27	48	31
Kerrisdale	33	33	51	32
Kitchener	22	22	48	28
Lloyd George	28	30	48	30
Magee	24	29	49	29
Prince of Wales	35	40	49	36
Queen Mary	24	26	48	26
Richmond:				
Bridgeport	30	29	47	33
Lord Byng	27	25	48	30
Saanich:				
Cedar Hill	30	25	42	29
Cloverdale	24	49	50	28
Craigflower	19	28	49	31
Lake Hill	26	29	46	29
MacKenzie Avenue	23	22	44	26
Saanich, West	19	16	48	35
Tillicum	32	34	44	29
Tolmie	24	21	50	27
Sumas:				
Huntingdon	6	7	39	20
Sumas, Upper	21	18	40	....
Summerland: Central	29	31	47	30
Surrey:				
Cloverdale	20	23	46	29
Hall's Prairie	28	15	44	28
Johnston Road	19	18	44	29
Kensington Prairie	32	26	48	28
Newton	32	36	42	29
Port Mann	13	7	29	21
Strawberry Hill	18	15	44	26
Westminster, South	24	30	44	32
White Rock	20	27	46	38
Vancouver, North:				
Lynn Valley	20	22	48	31
North Star	25	22	46	29
Vancouver, South:				
Brock	26	32	44	28
Carleton	24	27	47	33
Gordon	35	35	46	32
Moberly	29	30	48	34
McBride	36	38	48	34
Mackenzie	27	35	47	33

Rural Municipalities—*Continued.*

School.	The Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
Vancouver, South—*Continued.*				
Norquay	36	33	49	32
Secord	34	34	48	28
Selkirk	30	36	51	32
Sexsmith	28	28	51	34
Tecumseh	34	37	50	34
Van Horne	20	21	47	29
Wolfe	27	32	49	31
Rural and Assisted.				
Abbotsford	28	27	42	31
Australian	32	23	41	31
Balfour	19	12	43	29
Baynes Lake	14	21	46	28
Beaver Point	21	24	42	34
Belford	16	12	42	21
Bend	28	27	45	32
Bonnington Falls	31	29	52	29
Box Lake	41	37	53	46
Bull River Bridge	17	17	38	24
Burgoyne Bay	12	13	38	31
Cascade	15	11	36	20
Castlegar	16	20	40	22
Coal Creek	16	13	42	19
Columbia Gardens	16	15	40	28
Colwood	18	16	46	24
Creston	24	26	46	30
Dewdney	23	22	41	22
Divide	14	15	40	26
Dome Creek	36	34	49	38
Elko	14	5	44	23
Erickson	20	18	44	30
Essondale	10	8	36	23
Fife	10	9	45	26
Fort George	33	46	53	34
Fort George, South	32	30	50	30
Fort Steele	22	19	46	26
Fruitvale	16	14	46	31
Galiano	24	15	52	32
Galiano, North	48	38	53	42
Ganges Harbour	31	31	44	28
Glenbank	22	22	44	29
Golden	20	19	43	28
Granby Bay	24	24	46	22
Gray Creek	16	19	42	32
Hosmer	17	18	39	29
Ingram Mountain	21	17	47	22
Jaffray	18	12	44	23
Kettle Valley	22	19	48	30
Kimberley	20	22	45	28
Kitsumgallum	25	32	48	31
Langford	28	31	45	30
Masset	26	30	40	27
Mayne Island	22	18	34	28
Michel	20	20	46	22
Michel, New	18	15	42	25
Midway	22	20	45	30
Moyie	12	14	34	24

RURAL AND ASSISTED—*Continued.*

School.	The Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
Myncaster	26	30	42	30
McBride	18	22	50	32
Nakusp	14	15	46	27
New Denver	20	28	45	25
Park Siding	19	19	40	33
Pender Island	9	11	46	27
Popcum	11	8	39	22
Powell River	19	26	46	31
Procter	14	15	44	27
Queen Charlotte	21	26	50	26
Queen's Bay	16	19	47	32
Quesnel	27	33	45	30
Rhone	34	24	48	27
Robson	16	13	42	27
Rock Creek	22	30	46	31
Round Lake	22	32	45	30
Rutland	21	18	42	30
Salmo	25	22	46	28
Sandspit	28	30	42	30
Saturna Island	26	30	42	30
Shutty Bench	19	14	44	26
Sidney	22	24	45	30
Silverton	21	17	42	26
Sisters Creek	16	16	42	32
Skidegate	26	28	49	32
Slocan Junction	17	13	38	26
Smithers	18	19	46	28
Sooke	15	19	44	29
Three Forks	22	23	37	18
Vanderhoof	14	14	45	27
Westbridge	14	18	38	27
Willow River	20	12	45	25
Winfield	25	21	49	28
Woodmere	20	20	45	28
Yahk	19	17	45	25
Ymir	11	12	47	24

Salaries.

The following tables show the sums paid in salaries and the highest and lowest salaries paid to teachers during the school-year 1925–26:—

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
High Schools.				
Cities	$ 635,037 00	$2,387 36	$4,000 00	$1,200 00
Rural municipal	259,427 00	2,295 81	4,074 00	1,200 00
Rural	42,050 00	2,002 38	3,500 00	1,400 00
Totals, 1925–26	$ 926,514 00	$2,316 26	$4,074 00	$1,200 00
Totals, 1924–25	886,004 00	2,343 93	4,074 00	1,300 00
Elementary Schools.				
Cities.				
Alberni	$ 4,600 00	$1,150 00	$1,350 00	$1,050 00
Armstrong	17,180 00	1,321 54	2,500 00	900 00
Chilliwack	11,850 00	1,316 66	1,900 00	1,100 00
Courtenay	8,740 00	1,248 57	1,800 00	1,020 00
Cranbrook	25,410 00	1,270 50	2,500 00	1,100 00
Cumberland	18,150 00	1,296 43	2,200 00	1,050 00
Duncan	12,800 00	1,163 64	2,000 00	1,000 00
Enderby	3,700 00	1,233 33	1,700 00	900 00
Fernie	34,380 00	1,562 73	3,100 00	1,200 00
Grand Forks	11,600 00	1,160 00	2,000 00	900 00
Greenwood	3,640 00	1,213 33	1,500 00	1,020 00
Kamloops	29,415 00	1,337 04	2,400 00	1,100 00
Kaslo	5,700 00	1,425 00	2,000 00	1,150 00
Kelowna	19,160 00	1,368 57	2,700 00	1,150 00
Ladysmith	12,402 50	1,240 25	2,000 00	902 50
Merritt	14,550 00	1,322 73	2,700 00	1,000 00
Nanaimo	39,440 00	1,360 00	2,500 00	1,000 00
Nelson	39,400 00	1,515 38	2,900 00	1,200 00
New Westminster	94,470 00	1,410 00	2,700 00	920 00
Port Alberni	8,610 00	1,230 00	1,800 00	1,110 00
Port Coquitlam	7,400 00	1,057 14	1,400 00	900 00
Port Moody	6,260 00	1,043 33	1,600 00	850 00
Prince George	12,100 00	1,344 44	2,000 00	1,050 00
Prince Rupert	37,760 00	1,711 82	2,480 00	1,250 00
Revelstoke	20,910 00	1,306 87	2,300 00	1,000 00
Rossland	14,050 00	1,277 27	2,100 00	900 00
Salmon Arm	6,360 00	1,272 00	2,100 00	1,050 00
Slocan	2,300 00	1,150 00	1,300 00	1,000 00
Trail	33,915 00	1,304 42	2,600 00	1,080 00
Vancouver	771,229 00	1,564 36	3,510 00	960 00
Vancouver, North	63,505 00	1,548 90	3,000 00	1,020 00
Vernon	26,010 00	1,368 95	2,100 00	900 00
Victoria	211,535 00	1,566 92	2,775 00	900 00
Totals, 1925–26	$1,628,531 50	$1,483 18	$3,510 00	$ 850 00
Totals, 1924–25	1,595,677 50	1,477 48	3,510 00	850 00
Rural Municipalities.				
Burnaby	$ 117,360 00	$1,275 65	$2,750 00	$ 800 00
Chilliwack	31,075 00	1,002 42	1,400 00	850 00
Coldstream	3,620 00	1,206 66	1,320 00	1,100 00
Coquitlam	9,300 00	1,033 33	1,150 00	900 00
Cowichan, North	7,610 00	1,087 14	1,600 00	850 00
Delta	21,600 00	1,136 84	2,100 00	1,000 00
Esquimalt	21,119 00	1,324 37	2,800 00	1,050 00
Kent	5,100 00	1,020 00	1,300 00	900 00
Langley	28,950 00	965 00	1,250 00	800 00
Maple Ridge	23,650 00	1,028 26	1,600 00	800 00
Matsqui	18,800 00	940 00	1,300 00	800 00
Mission	20,950 00	1,102 63	2,140 00	840 00
Oak Bay	26,470 00	1,654 37	3,250 00	1,000 00
Peachland	3,400 00	1,133 33	1,400 00	1,000 00

SALARIES—*Continued.*

Schools.	Amount paid in Teachers' Salaries.	Average Salary.	Highest Salary.	Lowest Salary.
ELEMENTARY SCHOOLS—*Continued.*				
Rural Municipalities—Continued.				
Penticton	$ 26,235 00	$1,380 79	$2,750 00	$1,075 00
Pitt Meadows	4,050 00	1,012 50	1,300 00	700 00
Point Grey	165,567 00	1,547 35	3,360 00	950 00
Richmond	30,240 00	1,120 00	2,700 00	850 00
Saanich	67,074 00	1,107 07	2,085 00	800 00
Salmon Arm	8,850 00	1,106 25	1,350 00	1,000 00
Sumas	7,180 00	1,025 71	1,200 00	900 00
Summerland	10,830 00	1,353 75	2,100 00	1,200 00
Surrey	41,700 00	1,017 07	1,400 00	850 00
Vancouver, North	33,100 00	1,439 13	2,800 00	960 00
Vancouver, South	322,351 00	1,506 31	3,360 00	1,020 00
Vancouver, West	26,525 00	1,326 25	2,400 00	960 00
Totals, 1925–26	$1,082,706 00	$1,306 04	$3,360 00	$ 700 00
Totals, 1924–25	1,029,246 00	1,309 47	3,360 00	697 00
RURAL, ASSISTED, AND E. & N. BELT.				
Rural	$ 348,738 00	$1,206 71	$2,700 00	$ 780 00
Assisted	540,680 00	1,051 92	1,650 00	900 00
E. & N. Belt	119,245 00	1,046 01	1,500 00	900 00
Totals, 1925–26	$1,008,663 00	$1,090 14	$2,700 00	$ 780 00
Totals, 1924–25	956,066 00	1,063 48	2,550 00	780 00
MANUAL TRAINING AND DOMESTIC SCIENCE.				
Manual training, 1925–26	$ 139,419 00	$2,050 28	$3,010 00	$1,400 00
Domestic science, 1925–26	71,281 00	1,516 70	2,170 00	1,250 00
Manual training, 1924–25	130,258 00	2,003 97	3,010 00	1,000 00
Domestic science, 1924–25	69,660 00	1,548 00	2,500 00	1,050 00
Summary	$4,857,114 50	$1,430 25	$4,074 00	$1,250 00

EXPENDITURE FOR EDUCATION, 1925–26.

Education Office:	
Salaries	$ 19,577 40
Office supplies	10,210 17
Travelling expenses	1,168 84
Free Text-book Branch:	
Salaries	4,990 25
Office supplies	4,799 95
Text-books, maps, etc.	44,092 71
Agricultural Education:	
Salaries	4,282 50
Office supplies	259 61
Travelling expenses	1,563 08
Grants in aid	6,500 83
Industrial Education:	
Salaries	7,657 61
Office supplies	1,790 40
Travelling expenses	1,566 27
Grants in aid	39,348 45
Night-schools	29,510 85
Inspection of Schools:	
Salaries	51,678 55
Office supplies	3,179 60
Travelling expenses	21,106 99
Carried forward	$ 253,284 06

Expenditure for Education, 1925–26—*Continued.*

Brought forward		$ 253,284 06
Normal School, Vancouver:		
Salaries	$28,927 08	
Office supplies	2,507 13	
Travelling expenses	74 35	
Fuel, light, and water	1,619 12	
Maintenance and repairs	3,228 96	
Students' mileage	750 65	
Allowance to teachers assisting Normal students	1,600 00	
Incidentals	4 00	
	$38,711 29	
Less Normal School fees	10,440 00	
		28,271 29
Normal School, Victoria:		
Salaries	$27,891 18	
Office supplies	2,808 83	
Travelling expenses	163 41	
Fuel, light, and water	2,174 63	
Maintenance and repairs	2,891 09	
Students' mileage	4,612 15	
Allowance to teachers assisting Normal students	652 50	
Incidentals	163 30	
	$41,357 09	
Less Normal School fees	6,965 00	
		34,392 09
School for Deaf and Blind:		
Salaries		22,505 37
Office supplies		317 28
Travelling expenses		26 60
Fuel, light, and water		1,928 59
Maintenance and repairs		2,137 16
Furniture, fixtures, etc.		598 09
Provisions		1,757 95
Incidentals		210 54

	High.	Elementary.	
Per capita grant to cities	$140,510 00	$ 596,145 05	736,655 05
Per capita grant to municipalities	67,763 33	504,842 87	572,606 20
Per capita grant to rural school districts	11,600 00	168,933 60	180,533 60
Salaries to teachers in assisted schools	1,080 00	525,154 85	526,234 85
Salaries to teachers in E. & N. Railway Belt	.....	116,985 60	116,985 60
	$220,953 33	$1,912,061 97	

School buildings, erection and maintenance	132,600 31
Libraries	2,859 40
Examination of teachers and High School Entrance classes	32,920 64
Conveying children to central schools	36,833 82
Summer School	28,207 76
Incidentals	6,006 12
University of British Columbia	516,241 68
	$3,234,114 05
Less fees for certificates	17,905 00
Carried forward	$3,216,209 05

EXPENDITURE FOR EDUCATION, 1925–26—*Continued.*

	High.	Elementary.	
Brought forward			$3,216,209 05
Amount expended by:			
Cities	$ 753,844 88	$2,261,247 27	3,015,092 15
District municipalities	317,830 53	1,282,622 08	1,600,452 61
Rural school districts	29,050 00	313,824 82	342,874 82
Assisted school districts	320 00	101,100 20	101,420 20
Schools in E. & N. Railway Belt	.....	35,580 04	35,580 04
	$1,101,045 41	$3,994,374 41	
Grand total cost of education			$8,311,628 87

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.
1916–17	$22 47	$27 83
1917–18	22 64	27 93
1918–19	24 88	31 59
1919–20	27 20	36 05
1920–21	29 01	36 38
1921–22	29 33	35 70
1922–23	27 92	34 07
1923–24	27 36	33 21
1924–25	27 17	32 17
1925–26	26 09	31 06

The following statement shows the amount contributed by each class of district to the education of each child enrolled:—

Cities	$60 59
District municipalities	50 04
Rural districts	39 30
Assisted districts	12 25
E. & N. Belt districts	12 06

The average cost to the Government and the districts of providing educational facilities for each child was $75.86.

The gradual growth of the schools and also the cost to the Provincial Government of maintaining them are shown in the following exhibit:—

Year.	Number of School Districts.	Aggregate Enrolment.	Average Actual Daily Attendance.	Percentage of Attendance.	Government Expenditure for Education.
1877–78	45	2,198	1,395.50	63.49	$ 43,334 01
1882–83	59	2,693	1,383.00	51.36	50,850 63
1887–88	104	6,372	3,093.46	48.54	99,902 04
1892–93	169	11,496	7,111.40	61.85	190,558 33
1897–98	213	17,648	11,055.65	62.64	247,756 37
1902–03	268	24,499	16,357.43	66.76	397,003 46
1907–08	189	33,314	23,195.27	69.62	464,473 78
1912–13	359	57,608	43,274.12	75.12	1,032,038 60
1917–18	575	67,516	54,746.76	81.09	1,529,058 93
1918–19	582	72,006	56,692.38	78.73	1,791,153 47
1919–20	636	79,243	59,791.39	75.45	2,155,934 61
1920–21	665	85,950	68,497.57	79.69	2,931,572 25*
1921–22	716	91,919	75,528.38	82.16	3,141,737 95*
1922–23	744	94,888	77,752.98	81.94	3,176,686 28*
1923–24	760	96,204	79,262.23	82.39	3,173,395 26*
1924–25	759	97,954	82,726.14	84.45	3,223,670 82*
1925–26	746	101,688	85,292.92	83.88	3,216,209 05*

* This amount includes annual grant to Provincial University.

Further 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., September 9th, 1926.

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

SIR,—I beg leave to submit herewith the following report on the high and superior schools of Inspectorate No. 1 for the school-year ended June 30th, 1926.

The attendance in the high schools of the Province continues to grow from year to year. There are now 237 teachers in the eleven superior schools and thirty-five high schools of this inspectorate. In September, 1911, when the first report of the Inspector of High Schools was submitted to the Department of Education, there were eighty-three teachers doing high-school work in the whole Province. At the present time there are ninety teachers doing high-school work on Vancouver Island alone, or seven more than there were in the whole Province fifteen years ago. The increase in attendance is not confined to the larger urban centres, but is general throughout the Province. It was gratifying to observe this year the growth, since my former visit, in the high schools at Anyox, Prince Rupert, Ocean Falls, Smithers, and Prince George. People, generally, take a pride in their schools. Increased attendance means increased expenditure. The majority of taxpayers, however, believe that the money spent upon education is devoted to the best purpose for which public money can be expended.

In many high-school districts a certain sum is set aside each year for the school library. One of the greatest aids to the teacher is a number of carefully selected books to which the pupils may have ready access. In several graded high schools there is a section of books in each classroom for the use of the students. In a number of school libraries there are also books on education for the use of teachers. Where there are no books of this kind, however, teachers have the privilege of obtaining them from the Public Library Commission, Parliament Buildings, Victoria. A catalogue containing "A Selected List of Books on Education" has just been prepared, in the foreword of which it is stated that "These books may be borrowed by mail by any person in the Province. Books are lent for a period of six weeks, with the privilege of renewal of the loan for a further period of four weeks. The borrower pays return postage only. The Commission welcomes inquiries for any work of non-fiction. If it is in the library—there are about 30,000 volumes available—it will be sent at once. If it is not in stock, but is a work that would be used by a number of persons, it will be ordered." The Secretary of the Commission finds that six weeks is too long to lend a book which is in popular demand. For instance, there are many teachers on the waiting-list for books on "Silent Reading," particularly for N. B. Smith's "One Hundred Ways of Teaching Silent Reading for all Grades." "Principles of Secondary Education," 1925, by W. L. Uhl, is also in general demand. It is altogether likely that the Library Commission will shorten the loan period to two or three weeks, as this length of time should be sufficient for an interested reader to become acquainted with the main points of a book.

A school cannot be said to be well organized unless its pupils are properly classified. If pupils of inferior and superior intelligence are "unequally yoked together," then effective work cannot be carried on either by teachers or pupils. In the Programme of Studies for our secondary schools it is stated that "Pupils of the first or second year who fail to do well in part of their examinations should not be required to repeat the year's work in those subjects in which they have shown a marked degree of efficiency, but should be allowed to proceed to the next year's work in such subjects." This year Grade XI. and Grade XII. candidates who wrote on the Departmental Examinations were granted standing in each paper on which they made 50 per cent. or over, thus making more feasible the principle of promoting pupils in those subjects of Grades IX. and X. in which they show marked ability.

One of the most striking features in high-school development during the year was the addition of Grade XII. to the ordinary three-year course in the high schools at Chilliwack, Duncan,

Nanaimo, Revelstoke, and Salmon Arm. Senior Matriculation classes were also continued at Kamloops and Prince Rupert. As Grade XII., or Senior Matriculation, is practically equivalent to First-year Arts or Science at the University, fees were charged the students in all but one of the aforementioned high schools. These fees were paid willingly by the parents, who were glad to have their sons and daughters at the home-school for another year under the personal supervision of their former teachers. While Grade XII. is not now included in the courses given at the Victoria High School, yet at Victoria College, which is affiliated with The University of British Columbia, the first and second years of University instruction are given. In the establishing of this College the Victoria School Board anticipated by several years the movement which is now gaining favour in the Province of Ontario and in several States of the Union for the establishment of Junior Colleges in which may be conducted courses equivalent to the first two years in a university. Victoria College was founded six years ago with an enrolment of seventy-five students. At the present session there is an attendance of 194 students.

The professional standing of our teachers is reaching a higher level each year. There was a time when our secondary teachers were considered to be in the rear-guard so far as their interest in professional studies was concerned. To-day they are in the vanguard professionally, their range of studies extending from the history of education to the latest experiments in the field of research. Whatever reflection may be cast upon modern movements in education, there is no doubt that mental testing and measuring have given an impetus to the study of educational problems greater than they have received at any time during the past twenty-five years. Many of our teachers spend the greater part of their holidays in attendance at the summer sessions of Canadian universities and at universities in the Republic to the south. In a number of superior schools of this inspectorate there are teachers with first-class certificates who give instruction to pupils in Grades IX. and X. These teachers wish to study for their degree in order that they may be qualified to teach in a high school. They attend the very helpful and inspiring classes at our University Summer School and they would prefer for financial and sentimental reasons to obtain their degree from The University of British Columbia. The wish of the teachers in this matter was expressed in the following resolution adopted at the Easter Convention of the British Columbia Teachers' Federation: "That, while welcoming the introduction of third-year classes in the syllabus of this year's summer session of The University of British Columbia, we urge the desirability of immediate provision of facilities for the completion of the fourth-year course and the securing of a degree by extramural and summer-session work as afforded by other universities." If our teachers can obtain their degrees by attending the summer sessions of a university at the foot of Lake Ontario, or one on the shores of Lake Washington, or another just beyond the Golden Gate, it is only natural, and in a sense loyal, for them to ask that similar privileges be granted them in their own University of British Columbia, whose outlook from the heights at Point Grey is towards the mountains and the broad Pacific.

In summarizing this report, it will be observed: (1) That our high-school attendance continues to increase; (2) that libraries are being extended and reading is becoming more general; (3) that pupils may be classified according to their proficiency in *subjects* and not necessarily upon their total marks in all subjects; (4) that Grade XII. has been added to the course in several schools; (5) that high-school teachers, generally, are alive professionally.

While many teachers are testing and measuring the ability and achievements of their pupils and using technical terms which a decade ago were unknown, yet they do not fail to encourage their students in the wholesome belief that truthfulness, kindness, and an honest day's work are still virtues of cardinal importance.

I have, etc.,

Albert Sullivan,

Inspector of High Schools.

HIGH SCHOOLS—INSPECTORATE No. 2.

VANCOUVER, B.C., September 20th, 1926.

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

SIR,—I beg to submit the following report on the high and superior schools of my district for the school-year ended June 30th, 1926:—

This district now includes thirty-seven high and fifteen superior schools, containing 200 divisions and employing 221 teachers. Port Moody was raised to high-school standing during the year, while new superior schools were established at Coalmont, Lumby, and Pitt Meadows. I made 276 inspections during the year, which means that only a few of the teachers were inspected twice. It is always a matter of regret to me that it is not possible to inspect so many of my teachers more than once; the inexperienced teachers should receive at least half a dozen inspections.

The high-school teachers of British Columbia have been recruited from all the Provinces of Canada and from the British Isles. Of the teachers of my district, sixty-five are graduates of the University of British Columbia. Ontario has contributed 43; Nova Scotia, 12; Quebec, 10; Manitoba, 9; New Brunswick, 7; Saskatchewan, 4; and Alberta, 4. Nine hold degrees from Scotch universities, eight are graduates of Irish universities, while universities of England have given us five. One teacher received his university training in Australia and New Zealand and two in the United States. Pupils who sit under such teachers should be broad in their Canadianism and British in their ideals and sympathies.

It is pleasing to note that the teachers of the schools of the Interior are not changing as frequently as formerly. This is due partly to the fact that because of the surplus of teachers it is increasingly difficult to obtain positions at the Coast; another contributory cause is the greater opportunity afforded by the Interior schools for specialization, as the enrolment and the number of divisions have increased very materially in the last few years.

The following shows the length of service of the teachers of my district: 20 teachers, 25 years or upwards; 22 teachers, between 20 and 25 years; 19 teachers, between 15 and 20 years; 40 teachers, between 10 and 15 years; 40 teachers, between 5 and 10 years; 10 teachers, 4 years' experience; 19 teachers, 3 years' experience; 17 teachers, 2 years' experience; 13 teachers, 1 year's experience.

In my opinion the work of the high schools is improving each year. More improvement is noticeable in the teaching of science than in any other subject. Since the Department has demanded experimental work by the pupils themselves in the subject of physics, the teachers have endeavoured conscientiously to carry out the requirements and the School Boards have responded almost without exception to the requests for the necessary apparatus. The Course of Study for next year is making similar demands for chemistry. Teachers should note carefully the following statements in the Course of Study: "Fifteen of the first twenty experiments in Black's Laboratory Experiments in Chemistry must be performed by the pupils themselves" (for Grade X.). "At least twenty-five of the experiments . . . must be performed by the pupils themselves. The pupils are expected to keep a note-book which may be asked for at any time. The principal will be asked to certify that Junior Matriculation and Normal Entrance candidates from his school have performed the required number of experiments. For the school-year 1927–28 forty experiments will be required" (for Grade XI.).

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 1.

VICTORIA, B.C., September 6th, 1926.

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

SIR,—I beg to submit the following report on the public elementary schools in Inspectorial District No. 1 for the school-year ended June 30th, 1926:—

As in the preceding year, the district comprised the City of Victoria and the islands of Galiano, Mayne, North Pender, South Pender, Saltspring, and Saturna.

Conditions were much the same as formerly in the city. On the islands only three schools found it necessary to engage new teachers; an assisted school was opened on South Pender Island, a room in a private house being used for teaching purposes while the residents were erecting a building; the status of the Ganges School was raised from elementary to superior, with nineteen pupils in Grades IX. and X. The candidates from this school did very well at the June Departmental Examinations.

During the year about a thousand standardized Intelligence and Achievement Tests were used by the pupils of different grades; in addition, all candidates for entrance to the high school were tested as to their knowledge of Canadian and British History, nature matters, and health laws.

The permission granted by the Department to recommend pupils for high school without examination was taken full advantage of by the principals affected. Notwithstanding, several pupils from each school wrote on the examination, and, judging by the results—many pupils passing—I would say that the principals, in nearly all instances, used considerable discretion in making their recommendations and did not take advantage of the privilege granted them. The effect upon efficiency, now that the incentive of examination has been partly withdrawn, only the future can tell with any degree of certainty.

The following classes were recommended for the Strathcona Trust prizes for physical exercise efficiency:—

Miss Ethel M. Hill, Galiano School.

Mr. W. H. Muncy, 1st Division, Quadra Street School, Victoria.

Miss A. S. McKinnon, 8th Division, Sir James Douglas School, Victoria.

I cannot close this report without referring to the great loss which the Victoria schools will sustain through the death of Miss Mills, the supervisor of drawing. Miss Mills had an inspiring personality, was never out of humour, and could always find something to praise in a child's production, no matter how badly done the work appeared to the ordinary observer. She will be greatly missed in the succeeding years.

I have, etc.,

W. H. M. May,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 2.

Victoria, B.C., August 31st, 1926.

S. J. Willis, Esq.,

Superintendent of Education, Victoria, B.C.

Sir,—I beg to submit the following report on the public elementary schools of Inspectorate No. 2 for the year ended June 30th, 1926:—

During the school-year under review two new schools were opened—one at Mile 65 on the Canadian National Railway, about 8 miles south-east of Cowichan Lake; the other at Mile 83 on the Canadian National Railway, about 10 miles up the lake. The former draws its pupils from the employees of a logging camp; the latter from the employees of a sawmill and a logging camp combined. The resident employees and management interested in the first school provided not only a good, substantial, comfortable building for the accommodation of the children, but also a neat little residence for the teacher. The school-house at Mile 83 is also a comfortable building, while the teacher is well looked after at the manager's home. Owing to a falling-off in the daily attendance one room in the Sylvania School, near Shawnigan Lake, was temporarily closed until the number of pupils again increases sufficiently to justify its reopening.

For the past few years but one school in this inspectorate passed candidates to high school on recommendation, but during the year just closed there were passed on recommendation 100 pupils from four of the large schools. Not all who are eligible have yet availed themselves of this privilege.

The present method of recommendation by a joint committee consisting of the principal of the elementary school, the principal of the high school, and the Provincial Inspector, I feel assured, will work out very satisfactorily.

As in former years, during the last week in June, examinations for entrance to high school were held at seventeen centres in this territory for the convenience of candidates who wished to write. At these centres 410 candidates wrote, of whom 214 were successful.

It is very gratifying to be in a position to report that School Boards are becoming increasingly alive to the importance and necessity of providing the schools under their control with additional reading-matter other than the prescribed text-books. Books for *silent reading* for all the grades are now found in a number of schools, together with additional interesting and instructive books on geography and history. It has been wisely said that the best university is a good collection of books.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 3.

NANAIMO, B.C., September 18th, 1926.

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

SIR,—I have the honour to submit the following report on the public schools of Inspectorate No. 3 for the school-year which ended June 30th, 1926:—

The boundaries of this inspectorate still remain unchanged, and include seventy-four schools with 178 divisions and 180 teachers. A new school was established during the year at Gilford Island and new divisions were opened at Courtenay, Fanny Bay, Headquarters, and Sandwick, while a division was closed at both Royston and Bevan. A new school will open next year at Great Central Lake and new divisions will be necessary at Lazo and Qualicum Beach.

My class-room visits, especially during the second term, were mainly occupied in an endeavour to test and adjust the grading which in many schools I have found to be faulty. This work enabled me also to bring before the teachers modern methods in school and class diagnosis, and gave me, besides, definite and most valuable data on over half the children in this inspectorate.

During the fall term Teachers' Institute meetings were held in Cumberland and in Duncan, the latter taking in the northern portion of Inspectorate No. 2. These meetings were most successful, considered from the view-points of both attendance and inspiration.

Over a year ago public-spirited citizens in Cumberland and Courtenay inaugurated a most commendable movement, which was later strongly supported by others all through this inspectorate. This was the organization of a general sports meet open to all the public and high schools of Inspectorate No. 3. The first meet was held in Cumberland on June 3rd, 1925, and while it was most excellently managed and attended by most of the schools in the immediate district, it was held a little too far north to receive the attendance which the arrangements warranted. However, in June of this year the meet was held at Qualicum Beach and proved a most gratifying success, attended as it was by several thousands of children and parents. My deep gratitude is due those citizens and teachers who gave so freely of their time and money in order to forward such a scheme for the training of good citizens in this locality.

I am pleased to report that there were but few changes in the personnel of the teachers during the past year, with the natural corollary of increased efficiency. A most gratifying number of teachers are availing themselves of the opportunities offered during the winter months in organized night classes and during the summer in summer schools to better their professional standing.

The Governor-General's medal for this district was won by Gordon Carter, 1st Division, Nanaimo, with 435 marks.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 4.

Vancouver, B.C., August 26th, 1926.

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

Sir,—I have the honour to submit the following report on the schools of Inspectorate No. 4 for the school-year 1925–26:—

During the year under review Inspectorate No. 4 comprised nine assisted schools along the Coast and three along the Pacific Great Eastern Railway; the graded schools at Howe Sound and Squamish; the Rural Municipalities of North Vancouver and West Vancouver; the City of North Vancouver; and the following schools in Vancouver City: Aberdeen, Bayview, Beaconsfield, Block 70, Dawson, Charles Dickens, Simon Fraser, Franklin, Grenfell, Hastings, Kitsilano, Livingstone, Mount Pleasant, Macdonald, and Strathcona.

In Vancouver City twelve additional class-rooms and a large auditorium at both the Charles Dickens and Hastings Schools were opened during the fall term. A four-room annex at Lonsdale was opened at the beginning of the year. Money by-laws have been passed to provide eight rooms at Ridgeway. In West Vancouver District additional accommodation was provided at Hollyburn and at Pauline Johnson.

Supervision of the schools of Vancouver City, with the exception of one school, was limited to arranging for the High School Entrance Examination, and giving the special tests in British history, Canadian history, hygiene, and nature-study to Grade VIII. pupils in nine of the schools. All other class-rooms in the inspectorate, with one exception, were visited once, and many the second time.

In the schools of North Vancouver City and the adjoining municipalities Standardized Tests and Intelligence Tests were used extensively during the year. The February promotions were, in many cases, decided by the information gained from these scientific sources, and the number of pupils who were accelerated a term demonstrated that the money spent for tests was a profitable investment.

In the visits of inspection made to the schools an attempt was made to measure objectively the achievements of the pupils, particularly in the "tool subjects."

To measure comprehension in silent reading, the Ayres-Burgess Scale, the Pressey Attainment Scale, and Sigma 3A (Haggerty) were used. In arithmetic the Woody-McCall Mixed Fundamentals and Otis Reasoning Tests were employed. Lists from the Ayres Spelling Scale were used to test achievement in spelling. The results of this objective measuring convinced many teachers, particularly in the ungraded schools, that readjustments were necessary in classification. In almost every assisted school it was found that the number of classes could be reduced to some extent.

One of the outstanding features of the year's work was the interest displayed by teachers in the use of standardized tests. A series of lectures dealing with psychology and Standardized Tests and Measurements which were given by two of the Vancouver principals were much appreciated by the city staff and many teachers from adjoining municipalities. The teachers of North Vancouver City, North Vancouver Municipality, and West Vancouver Municipality united for the purpose of securing a course on Mental Measurement and Standardized Tests. This course did much to enable teachers to interpret correctly the results of tests and measurements that they were then conducting, and others administered later in the term.

It was pleasing to note that the six pupils from assisted schools who wrote for High School Entrance Examination were all successful. About 50 per cent. of those from the two rural graded schools gained promotion. From the twenty-two graded schools of four rooms or more, 730 pupils passed into high school on recommendation, while fifty-nine were successful on the written examination.

When High School Entrance Examination results are reviewed and consideration given to the large number of pupils who fail to complete satisfactorily Grade VIII., and to probably as many more who never get beyond Grade VII., one is forcibly reminded of the need of doing something for such pupils. The Junior High School plan as outlined by the recent Survey would certainly overcome this weakness in the present system. The City of Vancouver has already appointed certain officials and made provision in their present building programme for the expansion of the Junior High School movement. The municipalities on the North Shore are

interested in the movement. Already tentative plans for starting such a school have been presented to the Board of North Vancouver City for consideration. However, it is not likely that definite action will be taken for a year or more, as suitable accommodation and extra equipment will be necessary in almost every district.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 5.

VANCOUVER, B.C., September 14th, 1926.

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, 1926:—

This inspectorial district comprises a group of rural and assisted schools on the Northern Coast; rural and assisted schools on Burrard Inlet; the rural school area of Abbotsford; the rural municipality schools (with rural and assisted schools in adjacent territory) in Maple Ridge, Mission, Matsqui, and Sumas; and eight of the schools in the City of Vancouver.

The work of inspection and supervision was confined to the rural schools. The city schools of Vancouver were visited only in connection with administering tests to the Entrance classes in the subjects of history, nature-study, and hygiene, and in connection with the organization and conducting of the High School Entrance Examinations.

In the rural municipalities the school population is increasing steadily, an increase which has necessitated expansion in school buldings.

Slowly but surely public opinion is growing in favour of consolidation of schools in our rural districts, and the time is near at hand when at convenient centres a consolidation of the public-school grades from Grade VI. upward will become general.

Detailed reports upon the organization and administration of the work in each division and school, as well as special reports on various matters affecting the schools, have been submitted from time to time. The Entrance pass-lists, the winners of prizes for physical drill, and various statistical tables are submitted elsewhere in the volume, including these forms of reports, and mere repetition here is unnecessary.

The most encouraging feature of the year's work has been the evidence displayed of a trend towards the adoption of what is generally termed the movements of the "New Education." Our more advanced and progressive teachers are developing a modern technique of class-room procedure. The recitation is being socialized; school-work is being motivated; teachers are familiarizing themselves with a technique of silent reading; and everywhere there is a disposition on the part of teachers to become acquainted with the use of standardized tests and to measure objectively the achievement of their pupils.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 6.

VANCOUVER, B.C., August 28th, 1926.

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, 1926:—

This inspectorate comprises the following schools in Vancouver City: Alexandra, Central, Fairview, Henry Hudson, Lord Nelson, and Lord Roberts; also those in Burnaby and Point Grey Rural Municipalities, twelve schools in and near Powell River, ten schools near Lund, five schools on Howe Sound, and the Provincial School for the Deaf and the Blind. During the year an

assisted school was established at Porteau, the school at Olsen Lake was reopened, and twelve new divisions were opened in Point Grey and eight in Burnaby. At the end of June there were sixty-one schools with 364 teachers and over 13,000 pupils. Of these teachers, 117 belonged to the Vancouver City staff and their divisions were not inspected by me; each of the other 247 was inspected once at least.

With so many schools and teachers to report upon, there was not time for the giving of as many formal tests as I would have liked to give. The standard tests supplied by your Department were not all used. Your Department's own objective tests in Canadian history, British history, and elementary agriculture and nature-study were given to only half of the 1,600 Grade VIII. pupils in the public schools, though they were also given to ninety private-schools pupils who were candidates for Entrance to High School.

The formal and informal tests and the work and lessons seen in the schools show that generally the teaching continues to improve.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 7.

VANCOUVER, B.C., August 30th, 1926.

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

SIR,—I beg to submit the following report on the elementary schools of Inspectorate No. 7 for the school-year 1925-26:—

This inspectorate comprises the schools in the Rural Municipalities of Delta, Kent, Richmond, and South Vancouver; also the four rural schools of Concord, Hope, St. Elmo, and Yale. There are forty-one schools, with a staff of 271 teachers.

Practically all schools received one inspection and a few were visited a second time.

In June 790 pupils in Grade VIII. were promoted to high school. Of these, 715 were granted Entrance standing without a final written examination. One hundred and ninety-one wrote on the Departmental Examination, and of these seventy-five succeeded in obtaining certificates. The plan adopted by the Department for the promotion of pupils to high school on recommendation was found to work out very satisfactorily. The principals, generally, used great discretion in making their recommendations.

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

Miss G. W. Killip, 4th Division, Gordon School, South Vancouver.
Mr. S. Taylor, 4th Division, Norquay School, South Vancouver.
Miss J. C. McDiarmid, Inverholme School, Delta.

The objective tests prepared by the Department in Canadian history, British history, hygiene, and nature-study were given in May and June to 847 Grade VIII. pupils. In the majority of cases the scores were very commendable, but there were a few schools in which these subjects were not satisfactorily taught. The scores for the four municipalities were as follows:—

Municipality.	Median Scores in			
	Canadian History.	British History.	Hygiene.	Nature-study.
Delta	22	24	44	26
Kent	20	22	42	31
Richmond	29	28	47	33
South Vancouver	30	33	48	32
Scores for the Province	25	27	47	29

The standard of work throughout the inspectorate was generally satisfactory. The teachers are deeply interested in their work and the majority of them are keen students of modern methods in teaching.

The urgent need for more class-room accommodation in South Vancouver was met when six additional rooms were opened at the Norquay School early in the year. The situation was further relieved when a majority of the ratepayers sanctioned money by-laws permitting the Trustee Board to erect six-room additions to the Moberly and Van Horne School buildings. These will be ready for use early this coming term. In the Delta a by-law for $40,000 was passed by the ratepayers, and the Board has at present under construction a building containing ten class-rooms, an auditorium, lunch-rooms, offices, etc. This will be a splendid building when completed.

I have, etc.,

F. G. CALVERT,

Inspector of Schools.

ELEMENTARY SCHOOLS—INSPECTORATE No. 8.

NEW WESTMINSTER, B.C., August 19th, 1926.

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. 8 for the school-year 1925–26:—

No new schools were opened during the year. Lochiel School, in Langley Municipality, was temporarily closed, transportation to Murrayville graded school being provided for the pupils.

As last year, 206 teachers were employed.

High School Entrance Examinations were conducted at twenty points. Of 613 pupils seeking admission to high school, 468 were passed; 283 of the latter being promoted by the recommendation committees and 185 by writing and successfully passing the June examinations. This shows a total pass of 76.3 per cent. of all Grade VIII. pupils. The fact that 89 per cent. of all recommended pupils were promoted shows that the rural teachers and principals are exercising better judgment than formerly in recommending pupils for promotion.

The departmental objective tests in British history, Canadian history, hygiene, and nature-study were given to 604 Grade VIII. pupils. A perusal of the results would indicate that, in this inspectorate, some of the most thorough and effective work in these subjects is being done in comparatively small rural schools.

At the request of the New Westminster Board of School Trustees, a by-law to provide funds for the erection of a modern twelve-room school with assembly-hall and basements was submitted to the ratepayers and passed by a very satisfactory majority. This building will supplant the old John Robson School, which has outlived its usefulness. At Sardis, in Chilliwack Municipality, owing to increasing school population, the old one-room building was reopened and proved quite satisfactory. Two new rooms have been added to the Millside School at Maillardville by the Board of Coquitlam Municipality. The Pitt Meadows Board has had constructed a very creditable one-room addition to the Central School. At South Westminster the Surrey Board found it necessary to build an additional room on the annex, thus providing more suitable accommodation for a class formerly housed in temporary quarters. The school at Popcum was enlarged and greatly improved.

Although some attention has been paid to the improvement of school-grounds, much remains to be done in this connection.

In many of the schools of this inspectorate retardation has been seriously grappled with, the results in several cases being particularly gratifying. This movement has been facilitated greatly by the intelligent use of mental and achievement tests. Many teachers are realizing that the standardized test is not a teaching device, but a means of evaluating methods and measuring progress.

I am pleased to be able to report the steadily improving attitude of teachers toward their profession. The very considerable number from this district who attended Summer School

indicates a realization that modern ideas and outlook must be adopted if the demands for efficiency are to be successfully met in this day of ever-increasing competition.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 9.

KAMLOOPS, B.C., September 1st, 1926.

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

SIR,—I beg to submit the following report on the elementary schools in Inspectorate No. 9 for the school-year ended June 30th, 1926:—

During the year just closed my work of inspection in the schools in this inspectorate was confined to the period from the opening of the schools in September to the end of the term in December. During this period seventy class-rooms were visited and inspected, all, with two exceptions, being rural and assisted schools. Owing to the illness of Mr. D. L. McLaurin, Principal of the Victoria Normal School, I was transferred to that school on January 1st to assist the staff there until the end of the term, and Mr. McLaurin took over the work of inspection in this inspectorate. Mr. McLaurin was forced to relinquish his work before the end of March owing to continued ill-health, but during his period of service in the inspectorate he visited sixty-eight class-rooms. Hence a total of 138 class-rooms was visited and inspected throughout the year.

The number of schools in operation throughout the year varied very little from that of the preceding year. Bridge Lake School was closed early in the first term owing to a decrease of school population in that district, and two new schools—namely, Darlington and Campbell Ranch—were established and in operation during the latter part of the year. In all, eighty-eight assisted and rural schools employing ninety-seven teachers and two city schools with thirty-three teachers, making a total of ninety schools with 130 teachers, were in operation in this inspectorate throughout or during a portion of the school-year just closed.

The character of the teaching in the schools in this inspectorate during the year under review has been, in general, of as high a quality as that maintained in previous years. The percentage of successful candidates in the High School Entrance Examinations for this inspectorate was higher than for the Province as a whole. These examinations were held at nine centres throughout the inspectorate. One hundred and eight candidates were successful in the Departmental Examinations and sixty-two were promoted to high school on the recommendations of principals of city schools, making a total of 170 successful candidates for entrance to high school in this inspectorate. The Governor-General's medal for the district was won by Miss Marjorie MacLennan, a pupil in Raft River Assisted School.

The teachers throughout this inspectorate are, in general, manifesting a strong interest in their work, and are keenly alive to all opportunities for increasing their professional efficiency. A well-attended session of the Thompson Valley Teachers' Association was held at Kamloops at the beginning of the second term in January. Addresses were given by members of the staffs of the University and of the two Provincial Normal Schools, and by Inspectors and teachers. The interest shown by the teachers in the various topics taken up at these meetings, and the manner in which they entered into the discussions of their school problems, is an indication of the keen interest that has characterized their attitude toward their work in this district throughout the year.

It is gratifying to report that, with one or two exceptions, school accommodation is being gradually improved throughout the inspectorate. Ratepayers are realizing the advantages of providing pleasant surroundings, hygienic buildings, and adequate equipment for the children attending their schools. While there still is room for advancement along these lines, especially in regard to the improvement of grounds and facilities for play, yet it is encouraging to note the efforts that are being made to add some improvement each year to the school property. More attention should be paid to the matter of a supervised school lunch, especially in those districts where a majority of the pupils bring their lunches to school every day. This can be made a

teaching situation as much as is any subject on the school programme, and it would be well worth the teacher's while to consider it from that standpoint. It should not be a difficult matter for teachers to arouse the interest of the parents in this matter, and to influence their School Boards to supply facilities for the carrying-on of a well-supervised school-lunch period.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 10.

KELOWNA, B.C., August 21st, 1926.

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

SIR,—I beg to submit the following report on the public schools of Inspectorate No. 10 for the school-year ended June 30th, 1926:—

Sixty-two schools, employing in all 158 teachers, were in operation. An assisted school was established at Stevenson Creek, near Princeton, and the Copper Mountain School was reopened after having been closed for a year; the schools at Lumby and Coalmont were each increased by one division and a superior school was established at the latter place. The Hendon School was closed because of lack of attendance.

One hundred and ninety-nine visits were paid to schools during the year. My observations have satisfied me that general educational progress is being made in both urban and rural schools. In the latter less frequent change of teachers is probably the chief factor in the improvement noted; in September, 1925, the number of teachers returning to rural schools where they had taught during the previous term was almost four times as great as it was three years earlier. Other factors responsible for the improvement are the greater care exercised by School Boards in making appointments and the increasingly marked desire on the part of teachers to become familiar with the best in educational practice.

The annual convention of the Okanagan Valley Teachers' Association was held at Kelowna in October, and proved, as usual, stimulating and helpful to those attending.

While a few centres—notably Penticton—have for some years recognized the value of instruction in music, it is only recently that more general interest is being taken in this subject. Much of the credit for the increasing interest is due to the Kelowna Parent-Teacher Assocation, under whose auspices the first Okanagan Valley musical festival was held in May. The decided success of this undertaking was most gratifying; equally gratifying is the fact that the interest engendered has caused a number of Boards to make special provision for the teaching of music next year.

Prizes for excellence in physical training were awarded to Mr. T. Aldworth, Armstrong and Spallumcheen Consolidated School; Miss Kathleen Corry, Hedley Superior School; and Mr. H. Stafford, Peachland Public School. Reference should also be made to the excellent work done by Miss Marion Williams, of the Kelowna Public School. On the whole this phase of education does not receive the attention which is its due.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 11.

REVELSTOKE, B.C., August 30th, 1926.

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

SIR,—I beg to submit the following report on the public schools of Inspectorate No. 11 for the school-year 1925–26:—

During the year an assisted school was opened at Anesty Arm, about 16 miles above Sicamous, on Shuswap Lake, and another at Greenslide, about 9 miles below Revelstoke, in the

Columbia Valley. The school at Twin Butte was reopened and the assisted schools at Athalmer and Invermere were consolidated into a two-room rural school, housed in a fine two-room building known as the Athalmer-Invermere School. The school at Seymour Arm remained closed throughout the year and the Enderby School was reduced from four to three divisions. In all, there were ninety-one schools in operation in this district, with a total staff of 123 teachers, a net gain over 1924–25 of one school and one teacher. Of these totals, three were graded city schools with a staff of twenty-four teachers, seven were rural municipality schools (one graded) with a staff of eight teachers; five were graded rural schools with a staff of thirteen teachers; nine were ungraded rural schools; one was a graded assisted school with three teachers; and the remaining sixty-six were ungraded assisted schools.

The standards of efficiency noted in previous reports are being well maintained. Teachers and trustees, on the whole, display an increasing interest in the welfare of the children entrusted to their charge and a commendable spirit of healthy educational activity is noticeable in almost every part of the district.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 12.

NELSON, B.C., August 23rd, 1926.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 12 for the school-year 1925–26:—

Altogether there were in operation in this district during the past year sixty-nine schools with a total of 146 class-rooms. New Assisted schools were opened: At Boulder, south of Nelson; at Beaverdell, on the Kettle Valley Railway; and at Upper Rock Creek. One division was closed at Grand Forks during the year and at Trail-Tadanac two additional class-rooms were opened.

The increase over 1924–25 of nine schools and ten class-rooms is largely accounted for by the reopening of the Community Doukhobor schools. During the summer of 1925 the Doukhobor Community erected five new schools with residence attached to each, and remodelled two existing buildings to form a class-room and residence in each. Three other buildings, which were utilized as schools from May, 1925, continued in use as temporary school-rooms for Community children.

All schools in the district were inspected during the year, and most of the semi-graded and rural schools received a second, and in some cases a third, inspection. In all, 217 official visits of inspection were made and duly reported upon. Besides these, many visits were made to assist young teachers in organizing their work, to advise School Boards, or in connection with examinations, tests, and routine matters of administration.

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

Large graded schools—Miss Margaret G. Wilkie, 25th Division, Trail.
Small graded schools—Miss Josephine MacDonald, 1st Division, Midway.
Ungraded schools—Mr. John Houston, Passmore.

High School Entrance Examinations were conducted at eleven centres, new centres being established at Fruitvale and Rock Creek for the convenience of rural candidates in those areas. From city schools 187 pupils were promoted to high school on the recommendation of the promotion committees, and thirty-eight others were successful in passing the Departmental Examinations. Of 100 candidates from rural areas, fifty-three were successful, this being a distinct improvement over last year's record. Altogether 278 pupils received High School Entrance certificates, as compared with 256 last year.

Unquestionably the past year has been one of progress. Due to the surplus of teachers there have been fewer changes in the teaching staff. The majority of the teachers show an increasing interest in the modern trends and developments in education. More and more of the newer professional books and current periodicals are being read and studied with a view to

increasing the teacher's own efficiency and the quality of his service to the community. The effects of such study are becoming increasingly evident in the actual class-room procedures.

Among the public at large, too, there appears to be an awakening interest in the general cause of education. The publication and distribution in the early autumn of the Report of the School Survey Commission, the resultant comments and articles on educational matters appearing in the public press from time to time, and the widespread discussion of these matters have all tended to arouse an interest in the schools, their work, their purposes, and their problems. This cannot fail to be productive of much good.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 13.

CRANBROOK, B.C., August 27th, 1926.

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

SIR,—I beg to submit the following report on the public schools of Inspectorate No. 13 for the year ended June 30th, 1926:—

The boundaries of this district remained the same as for the preceding four years, the inspectorate including all the schools of the Fernie and Cranbrook Electoral Districts and the schools in the eastern part of the Electoral Districts of Creston and Kaslo-Slocan. In all, there were sixty-six schools in operation during the year, employing 144 teachers.

Owing to an increase in the school population it was necessary to open eight new class-rooms, three of these being in the new town of Kimberley. At this point the School Board had added a four-room addition during the holidays, but by January the accommodation was again taxed to the limit. A high school was opened here for the first time, so that students of high-school standing were no longer taught in the superior school. The foresight of the Kimberley School Board in providing additional accommodation from year to year is particularly commendable.

The Curzon School was reopened in September and during the year one additional class-room was opened in each of the Cranbrook, Kitchener, Lumberton, and Moyie Schools. Owing to loss in the school population the Florence Mine School and the 2nd Division of the Elko School did not open in September.

The Department's policy of supplying its staff of Inspectors with intelligence tests and certain standardized achievement tests has been very helpful in diagnosing the grading and classification of pupils. The results of the intelligence tests were of the greatest assistance to the recommendation committee in determining whether certain doubtful pupils should be recommended for high school or not.

The new regulations regarding the promotion of pupils to high school appear to have been entirely satisfactory in this inspectorate. Entrance Examinations were held at ten centres, and the results show a marked improvement in the passing of rural-school pupils, those from Erickson, Wycliffe, Creston, Waldo Superior, Camp Lister, and Canyon City Schools doing particularly well. The results of the Cranbrook City School were again very creditable. A pupil of the Erickson School, Margaret Fraser, with 439 marks out of 500, has the distinction of winning the Governor-General's medal for the district and also of leading the Province.

A convention of the Cranbrook and District teachers was held at Cranbrook following the Easter vacation. The helpful addresses and demonstration lessons were much appreciated, especially by the visiting teachers.

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

Large graded schools—Miss Lena Wolfenden, 1st Division, Fernie School.
Small graded schools—Mr. H. F. Reynolds, 1st Division, Procter Superior School.
Ungraded schools—Miss M. A. Griffith, Baynes Lake School.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 14.

PRINCE RUPERT, B.C., August 30th, 1926.

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

SIR,—I beg to submit the following report on the schools of Inspectorate No. 14 for the year ended June 30th, 1926:—

The number of schools in this inspectorate throughout the year varied little from that of the preceding year. New schools were opened at Green Bay, near Bella Coola; at Jap Inlet, on Porcher Island; and at Sheraton, just west of Endako. The school at Glentanna, which had been without a teacher for a year, was reopened. The one at Discovery, near Atlin, was closed.

Standard school buildings were erected at New Hazelton and for the Bella Coola School at Hagensborg, where a second division was opened. At the beginning of the year Kitsumgallum Superior School was raised to the status of high school.

For the first time in some years it was found possible to have the high schools visited by their regular Inspector. This gave additional time for the inspection of the elementary schools.

School attendance has been exceptionally good this year. Speaking generally, the various School Boards and teachers do all in their power to see that compulsory attendance is not a dead issue. Throughout this inspectorate real effort is put forth to see that no child between the ages of 7 and 15 is out of school even for a few days without legitimate reasons. Uniform firmness in this has been productive of results. Even in our most careless districts there has been improvement.

It is gratifying to note the ever-lessening number of changes among the teachers in this northern inspectorate, and the increasing demand of even the smaller schools for experienced teachers with higher certificates. It is a sign of the times that School Boards often inquire whether the teacher is taking advantage of the Summer Schools for Teachers or the summer sessions of the University. Five years ago there were within this district sixteen uncertificated teachers; for three years there has been none without Normal training, and this year almost 50 per cent. held either first-class or academic certificates. We are particularly free of those who have outlived their usefulness in larger schools; the majority are young men and young women anxious to make good in the educational world, and willing to remain for a second or third year in the same school in order to prove themselves. Even my most remote schools are now able to hold their teachers for a reasonable period. Five years ago there were more changes at Christmas than there are now at the end of June.

To the better attendance of pupils, the higher training of teachers, and the greater stability of the teaching staff are due, in large measure, the better results of the examinations. This year in our small schools there was a total enrolment of 171 in Grade VIII.; of these, 140, or 82 per cent. secured entrance to high school. The winner of the Governor-General's medal for this district, which includes the inspectorates of Prince Rupert and Prince George, was Helen Mary Walker, of the Booth Memorial School, Prince Rupert.

There are many districts where, but for the generosity of the School Boards in some cases, and the unselfishness of the teachers in others, bright girls and boys would never have the opportunity of doing high-school work. Of twenty-three candidates thus writing, fifteen passed, one of them creditably matriculating; two passed with one and two supplementals respectively; four got partial standing, and two failed. In no case did the teacher neglect the elementary work for the more advanced. In three of these schools no better elementary work was done anywhere under my inspection, yet each passed all the Grade IX. pupils.

A successful school fair, under the direction of Mr. Donald Cochrane, was held at Burns Lake in September. Early in November a Teachers' Convention was held at Burns Lake, practically every teacher between Smithers and Wistaria attending.

In closing this report, I beg once again to make mention of the increasing tendency on the part of School Boards to look to the officials of the Department for guidance in choosing teachers, and of the excellent service in this connection rendered by the Department's Teachers' Bureau.

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

ELEMENTARY SCHOOLS—INSPECTORATE No. 15.

PRINCE GEORGE, B.C., August 21st, 1926.

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 school-year ended June 30th, 1926:—

This inspectorate comprises the schools in the Canadian National Railway Belt east of Endako; those in the Cariboo District as far south as the 100-Mile House; and those in the Peace River District.

During the year there were ninety-three schools in operation, employing 114 teachers. Of these, one was a graded city school, nine were rural schools, and eighty-three were assisted schools. One hundred and sixty-two visits of inspection were made and a large number of specials were dealt with.

Schools were opened for the first time at Alexis Creek, Beaver River, Bend, North Fraser Lake, Reid Lake, and Tabor Creek. An additional teacher was appointed to the Quesnel staff and a school was authorized for the West Quesnel District.

Throughout the district steady progress characterized the work of the last school-year. Weather conditions were exceptionally favourable for regular attendance in the rural and assisted districts, with correspondingly good results. Again this year, results as measured by Departmental Examinations were on the whole very creditable. However, two or three teachers erred in recommending for examination poorly prepared pupils.

The buildings and equipment in the rural and assisted schools of this inspectorate are being improved gradually. In about 85 per cent. of the districts a yearly assessment is voted for school purposes, and thus money is made available for the betterment of school conditions. It is pleasing to note that in a number of the districts school libraries are being built up and supplementary reading material is being purchased.

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

REPORTS OF MUNICIPAL INSPECTORS.

NEW WESTMINSTER CITY SCHOOLS.

New Westminster, B.C., September 1st, 1926.

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, 1926:—

The increase in pupil attendance over 1924–25 showed an increase of 74; this increase was taken care of by the erection of a four-room addition to the Richard McBride School, one room of which was opened in September and one in February, and by the rearrangement of classes in the various schools.

In April a by-law for $60,000 to replace the John Robson School with a modern twelve-room building was placed before the people of this city and passed by a large majority. It is expected the new building will be in use at the beginning of the New Year.

The conditions under which class-room work was carried on throughout the year were never better; true to its policy, the School Board did everything in its power to make the work of the pupil and teacher effective; the schools were kept in a high state of repair; necessary supplies were always on hand; and every sympathy was given toward any movement which had for its objective the development of stronger citizenship.

We feel that, with very few exceptions, our teachers are giving of their best not only in the class-room, but in every community activity requiring their assistance. It is a pleasure to note the ever-increasing number of our teachers who are taking advantage of the summer courses offered at different institutions and who bring back to the class-rooms an atmosphere of optimism and helpfulness which augurs well for success.

Standard tests were given in all schools during the past year and, where properly handled, have been of great benefit in the regrading and classification of pupils.

The usual night-school classes in day-school continuation-work, woodwork, workshop mathematics, machine construction and design, engines, commercial subjects, dressmaking, millinery, sheet metal, drawing and design, electricity, mineralogy and assaying, physics, advanced mathematics, china-painting, basketry, literature, lumbering, and first aid were held from October to March at the T. J. Trapp Technical High School; the enrolment was the largest in the history of the school and the work done was of the highest order.

The work of medical inspection was energetically carried on by Dr. Clark and Miss A. S. Stark, R.N. To them the splendid physical condition of the pupils of our schools is greatly due.

To the different organizations of the city which have shown a great interest in and have given valuable assistance to our schools we tender our sincere appreciation.

All school activities have shown satisfactory progress; cadet-work, athletics, and physical development have received due attention.

The past year has been pleasant and helpful; all departments of our school system working harmoniously and efficiently.

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

VANCOUVER CITY SCHOOLS.

Vancouver, B.C., July 17th, 1926.

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, 1926:—

There was an increase of 817 in the maximum enrolment for the school-year over the largest enrolment in any month of the previous year. This increase was, for the most part, in the

elementary schools; but the increase in the high schools was unusually large. The following table gives the enrolment for the months of February in each year:—

Month.	Public Schools.	High Schools.	Junior High School.	Total.
February, 1926	18,404	2,918	159	21,481
February, 1925	17,884	2,636	144	20,664
Increase	520	282	15	817

The increased school enrolment necessitated the changes in the teaching staff set forth in the following table:—

	1925.	1926.	1925.	1926.
Public-school teachers			472	489
Ordinary classes	450	467		
Special classes	22	22		
Junior high-school teachers			7	7
High-school teachers			92	96
General course	59	61		
Commercial Course	13	15		
Boys' Technical Course	17	17		
Home Economics Course	3	3		
Manual-training teachers			21	22
Domestic-science teachers			16	17
Special instructors or supervisors			12	11
Total			620	642
Increase of staff				22

SCHOOL ACCOMMODATION.

Notwithstanding the increase in enrolment for the past year, the school accommodation was better than it had been at any time for the past ten years, as thirty-six additional permanent class-rooms and three auditoriums were provided at the beginning of the year. These were additions of twelve rooms and an auditorium to eight-room units in the Charles Dickens, General Gordon, and Hastings School Districts, where a large number of children had hitherto been housed in cheap temporary buildings. The completion of these schools gave first-class school accommodation to all the children in the three districts and left two vacant rooms in General Gordon School and six in Charles Dickens School.

OPEN-AIR SCHOOL.

Three temporary frame, one-room schools, serving formerly as an annex to the Charles Dickens School, have been remodelled and enlarged, by the erection of two large sleeping-balconies, a dining-room, and a kitchen, to make an open-air school for delicate children—particularly those predisposed to tuberculosis. Seventy-five pupils have been taught in this school since February 1st, 1926. They have also received special treatment, prescribed by the School Medical Officer, with a view to restoring them to normal health. The special treatment given and the good resulting therefrom are summed up by the School Medical Officer in his annual report as follows:—

"The effect of continually open windows, maximum sunshine, organized play, hot, balanced meal at midday, followed by an hour's rest or sleep on cots in the special balconies and then breathing exercises, was apparent from the first week. This was shown by remarkable gains in weight, improvement in colour, vigour, and intellectual capacity. The children are happy and enjoy being at the school."

School of Decorative and Applied Arts.

Another forward step was taken in the educational work of the city by the opening of a School of Decorative and Applied Arts last October. This school has had a very successful year, far surpassing the expectations of its most optimistic advocates. Before the close of the year 159 students were attending the day classes and 162 the night classes. There were also twenty-two part-time day students.

Our main difficulty thus far has been to secure a permanent staff of instructors; but we are confident this will be remedied at an early date. To the B.C. Art League, whose members were so active in securing the opening of this school and who are still supporting it loyally, thanks are due.

At present classes meet in rooms in the School Board Office Building. These are well lighted and heated and can be well ventilated. They are also well equipped, but the time is not far distant when more commodious quarters will be urgently needed.

Under the careful direction of the head master, Mr. C. H. Scott, Dip. G.S.A., we may confidently expect the continued success of this school.

Building Programme for 1926.

Very general satisfaction was expressed on every hand with the way in which the School Board spent the $315,000 voted in December, 1924, for school extension. It was no surprise, therefore, to find the ratepayers endorsing by-laws in December, 1925, for sums totalling $320,000 to be spent on school buildings in 1926.

The three new buildings planned were the following:—

(1.) Twelve rooms and auditorium on Franklin site	$110,000
(2.) Twelve rooms and auditorium on new site, corner of Templeton Drive and East Georgia	105,000
(3.) Twelve rooms and auditorium on new site, corner of Lakewood Drive and East Third Avenue	105,000
	$320,000

Votes cast for the by-law	4,207
Votes cast against by-law	1,528

Owing to a marked advance in the cost of building operations some difficulties are being experienced in carrying out the building programme outlined above, but it is hoped that the work will be completed approximately as planned.

Junior High School Work.

The work of our present Junior High School continued to be held in high esteem during the past year. Parents who have had their children educated there speak in highest terms of the results. The school is undoubtedly supplying a real need in the community, and is recognized by those well qualified to judge as doing so. In January last the Principals' Association, apparently fearing the discontinuance of the school, requested that it be continued; and it will be continued—to work along present lines until the establishment of junior high schools throughout the city will obviate the necessity of admitting to it certain pupils from Grade VIII.

We had hoped to open in September next our first junior high school organized on the generally accepted lines—caring for students in Grades VII., VIII., and IX. The difficulties, however, in connection with our school building programme, referred to above, make it inadvisable to attempt this new work before September, 1927. It is confidently expected that, by that date, a well-formulated programme for junior high-school work will have been prepared.

Platoon Schools.

Opportunity has been afforded to study the work of schools operated on platoon lines for another year. Tennyson completed its second year as a platoon school; while Hastings undertook platoon organization for the first time in September, 1925. Good work was done in both schools undoubtedly; but one cannot but wonder, if the same enthusiasm, that is so great an asset in the starting of work along new lines, were present in the ordinary school, what the results would be—very likely, little different! In the platoon school, however, operating under

proper conditions, there are some distinct advantages, particularly for the older pupils—teaching by specialists in rooms properly furnished and equipped undoubtedly ranking first!

With the advent of the junior high school, the best features of platoon-school work will be introduced for pupils from 12 to 15 years of age. In view of this and the further fact that younger pupils—say, 6 and 7 years old or even 8—are probably as well or better off when taught entirely, or almost entirely, by the same teacher, one may be pardoned for not being overzealous in the organization of elementary schools on platoon lines. It seems clear to me that the difficulties of satisfactorily organizing Grades III. to VI. in an elementary school of a comparatively small city are such as to warrant caution in regard to such organization.

SCHOOL ATTENDANCE.

I am pleased to report that the Vancouver School Board, after attempting to administer their schools for a couple of years without even one attendance officer, decided to appoint one last January. The presence of such an official in a school system, while not materially increasing the percentage of regular attendance, does unquestionably prevent a certain number of pupils becoming confirmed truants or worse. A reasonable expenditure of money for such work may therefore be regarded as a good investment.

HEALTH CONDITIONS.

Health conditions throughout the year were, in the main, good. Smallpox, with its inroads on the regular attendance of both teachers and pupils, disappeared entirely from the schools; but measles, mumps, and whooping-cough were prevalent. These latter, however, were carefully watched by the Medical Department and not allowed to interfere unduly with school attendance, which kept well over 90 per cent. of enrolment for the year.

SCHOOL-WORK GENERALLY.

The general work in the schools throughout the year was carried on very satisfactorily. Teachers and officials in the various departments embraced every opportunity to prepare themselves for more effective work. Never before have our supervisors held more meetings for the benefit of teachers whose work they supervise, and never have such meetings been better attended in Vancouver than for the school-year just closed.

Only two changes took place in our supervisory staff during the year. In June, 1925, Miss Elizabeth Berry, who had so faithfully and effectively directed all the home-economics activities in our schools from their inception in August, 1905, resigned. It was indeed with regret, tempered by best wishes, that those most familiar with the excellent work Miss Berry had done in our schools learned of her intention to graduate into that higher sphere for women for which she had laboured so zealously to prepare many thousands of Vancouver's girls.

At the close of the school-year I feel justified in reporting that we have been fortunate in securing a very worthy successor to Miss Berry in the person of Mrs. Mildred R. Cunningham. Mrs. Cunningham is a well-educated and well-trained lady with a wide experience as a teacher and administrator. Her first year's work in our schools has, consequently, been, as was expected, highly satisfactory.

The second change in our supervisory staff was the outcome of the opening of the School of Decorative and Applied Arts. Mr. C. H. Scott, Dip. G.S.A., had rendered excellent service as supervisor of drawing from August, 1914, to April 1st, 1924, when he was granted fifteen months' leave to pursue his studies further in Europe. It was, therefore, only natural that, on his return last August, he should be asked to accept a more important position—head master in the School of Decorative and Applied Arts. We were also fortunate in having in Mr. Spencer P. Judge, who had substituted for Mr. Scott during his absence, a man well qualified in every way to fill permanently the position of supervisor of drawing.

CHANGES IN STAFF.

Comparatively few teachers resigned from the ordinary teaching staffs during the year; even in the night-schools the staff changed but little. Death, however, demanded a heavier toll than usual, depriving the schools of Mr. S. L. Miller, B.A., Technical School; Miss Janet Sheepy, Grenfell School; Miss Alice Standen, Block 70 School; and Miss Florence J. Close, Florence

Nightingale School. Mr. Miller had served the schools faithfully for twelve years, Miss Sheepy for fourteen, Miss Standen for three, and Miss Close for fourteen.

The School and the Community.

The year just closed has been marked not only by the harmonious, whole-hearted co-operation of school-workers, but by the most cordial relations between school-workers and all coming in contact with the schools in any way. The relations between the home and the school have been such as should be expected from those working primarily in the interest of children, and the co-operation between the School Board and City Council and other public bodies has been all that could be desired.

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

VANCOUVER, SOUTH, SCHOOLS.

South Vancouver, B.C., August 31st, 1926.

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 School District of South Vancouver for the year ended June 30th, 1926:—

Enrolment.

	1924–25.	1925–26.
Elementary schools	7,433	7,737
High School	744	853
Totals	8,177	8,590

Of the sixteen elementary schools in the municipality, there was insufficient suitable accommodation at the following: Carleton, Gordon, Moberly, and Van Horne. The High School suffered from lack of class-room space also. The building programme for 1926–27 will provide for sufficient additional class-room space to reduce overcrowding to a minimum and provide for the normal increase in attendance for another year at least. Twenty class-rooms will be added to the number available in 1925 on completion of this year's building programme.

The staff for the year ended June, 1926, consisted of the following:—

	Male.	Female.	Total.
High-school teachers	15	7	22
Elementary-school teachers	40	176	216
Manual-training teachers	9	.....	9
Domestic-science teachers	....	9	9
Supervisors (primary grades)	....	1	1
Doctors	1	.....	1
Nurses	....	2	2
Inspectors	1	.....	1
Attendance officers	2	.....	2
Totals	68	195	263

No supervisor of music is employed by the Board, but careful attention is paid to the training of the teachers who are required to teach this subject, and results are on the whole satisfactory under present conditions and will continue to improve.

The work of the manual-training and domestic-science staff is being effectively handled, but the accommodation should be increased so that all pupils in Grades six, seven, and eight may receive instruction in either subject. Two additional domestic-science centres and one manual-training centre are required to take care of this work to best advantage.

Inter-class and inter-school sports are well organized and conducted throughout the schools. This aspect of school training calls for a considerate sacrifice of time and convenience on the part of many teachers, who nevertheless, recognizing the value of the training, give ungrudgingly of their time and effort both before and after teaching-hours.

Physical training receives the attention the subject deserves and has reached a high standard in many of the schools. Principals and teachers alike are coming more and more to realize the necessity and advantages of intelligent, systematic, suitable, timely physical training.

Throughout the year the health situation has been satisfactory; Dr. Lamont and his staff of two nurses have kept the work well in hand, giving close supervision to all health conditions.

A step forward has been taken by relieving the principals of six of the large schools from class-teaching for part time in order that they may give close supervision to the work in their individual schools; this arrangement cannot but be beneficial in raising the standard of work and preventing possible retardation due to lack of supervision.

The general use of standardized tests this year has added zest to the work of teaching and has resulted in a more careful study by teachers of the psychology of the class-room and in much wider reading by teachers of publications helpful in the teacher's work.

All pupils attending the elementary schools in this municipality were tested during the year to determine their varying degrees of intelligence. The information secured through use of these tests will be invaluable to the principals and supervisors in their efforts to properly classify or grade the pupils. Very valuable assistance was given by the Education Department and Inspector F. G. Calvert in the carrying-out of the testing programme.

The work of the teaching staff has been generally satisfactory throughout the year; weak teachers have been removed from the staff and effort made to select only the best to fill vacancies. Teachers in general are working more intelligently than ever before and are giving excellent service.

I have, etc.,

ALEX. GRAHAM,

Municipal Inspector of Schools.

VICTORIA CITY SCHOOLS.

VICTORIA, B.C., October 30TH, 1926.

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, 1926:—

The total expenditures for 1925 amounted to $563,461, distributed as follows: Teachers' salaries, 62.4 per cent.; interest and sinking fund, 15.8 per cent.; operation, 9.8 per cent.; maintenance, 4.1 per cent; auxiliary services (medical, dental, etc.), 3.7 per cent.; educational supplies, 2.4 per cent.; administration, 1.8 per cent.

When determining the estimates of expenditure for the New Year the Board is always faced with the problem of keeping the new estimates within at least a reasonable distance of the preceding year. As a consequence many items of replacement with respect to furniture and equipment are eliminated. As a large capital investment is represented in the buildings, etc., one of the most important duties of the Board is to determine the nature and extent of repairs, etc. Economy should be practised whenever possible, but sometimes too economical a policy may prove to be the most wasteful. Realizing this, the present Board carried out a well-considered policy covering repairs, but next year's estimates should provide for considerable replacements and necessary additional equipment.

The extraordinary estimates of the Board provided for a new annex to the Oaklands School at a cost of $18,000. The necessity for such new building was due to the unsatisfactory temporary accommodation in which four divisions were conducted. The City Council, after discussing the matter carefully with the School Board, passed the estimate. This spirit of sympathetic co-operation has characterized the attitude of the City Council throughout the year.

The Board received very material aid towards improvements to grounds and equipment from various Parent-Teachers' Associations. Most of these bodies take a keen interest in school affairs and lose no opportunity to promote the welfare of their school.

An up-to-date cafeteria was added to the High School accommodation. This under the management of a well-trained dietitian is a decided improvement and indications point to its becoming self-supporting within a short time. The Board is indebted to Miss Kinney, dietitian at King Edward High School, Vancouver, for suggestions and general assistance.

The total enrolment in the schools and the number of teachers employed were about the same as for the previous year.

A good year's work was accomplished in the schools generally. Greater attention was given the problem of classifying the brighter pupils and adapting work to their capabilities. Accelerating these pupils does not mean promoting immature and poorly prepared pupils to higher grades. It does mean, however, studying individual differences and by intelligence and achievement tests determining the pupils' respective mental abilities. In the average class will be found generally a wide range of mental ability, and certainly it is unreasonable to expect all to progress at the same rate. The solution lies mainly in careful organization and skilful class management.

No matter how competent individual teachers may be, no large school will achieve a full measure of success unless it is administered by a thoroughly capable principal, who must be both a skilful organizer and specialist in supervising instruction. In the business world success is mainly dependent upon skilful management and the same applies to the business of administering a large school. While the principal should master all the details of organization, he should delegate responsibility for administering many of these to other members of the staff in order that he may have sufficient time to supervise instruction, which is the most important duty of a principal.

The evening technical classes commenced with the largest enrolment of pupils since their inauguration in 1914, there being 666 students attending on October 31st, 1925. Two classes deserve special mention—namely, the Machine-shop Practice class, which has increased its attendance to twenty-four, and the Machine Construction class, which enrolled eighteen students, who attended consistently until the end of the season. Another feature was the organization of the Lumbermen's Educational class by the B.C. Lumbermen's Association. This class enrolled sixty-two members. The lectures on kiln-drying given by Mr. Jenkins, of the Vancouver Forest Products Laboratory, were greatly appreciated by the students. Generally speaking, the classes were very well attended and the increased interest taken by the students was very gratifying.

Included in the evening classes was a special class for female teachers in physical training, organization of games, folk-dancing, etc. Only teachers with special aptitude for this work were enrolled. The purpose of the class was to provide a supply of well-trained capable teachers to organize and supervise girls' physical activities. Similar classes are now being conducted in physical culture, art, and music.

This year, to enable teachers to raise their academic standing, arrangements have been completed with Victoria College which permit teachers to enrol in that institution as partial students. At present classes are being conducted in biology, economics, French, and philosophy. The qualifications for registration in these courses are the same as are required from regular undergraduates and each course meets the full requirements of the University of British Columbia. By allowing credits for each course completed successfully, the University will be providing an opportunity of advancement to many of our best teachers, who on account of circumstances beyond their control cannot leave home to attend the University for the full undergraduate period. In organizing these classes much credit is due Principal Paul and the staff of Victoria College for their sympathetic support, for providing instruction by members of the College staff, and arranging a time-table convenient for the teacher-students concerned. The approval and support of the Department of Education were also of great value in initiating the movement. More than thirty teachers have taken advantage of these classes.

There seems to be increasing dissatisfaction amongst parents with the amount of home study demanded from the average high-school students. While reasonable home assignments are necessary for satisfactory progress, greater care should be taken regarding the character of the work assigned. While it is only reasonable for parents to demand that their children have the opportunity of taking part in the social life of the home, yet they should realize that a certain amount of conscientious home study is necessary for the student's success. The principal of a large high

school in the East stated recently that most pupils failed because they did not and would not prepare their home-work. This is a responsibility of the parent, not the teacher, provided the assignment is reasonable. However, there is a growing tendency to shift certain parental responsibilities to the school. The attraction of the motor-car, motion pictures, and public places for social activities are undoubtedly removing the child from the disciplinary influence formerly exerted by the home. This is a menace to satisfactory progress, as the school cannot assume responsibilities which belong inherently to the home.

The vacancy occasioned by the appointment of Principal H. H. Smith to the staff of Victoria College was filled by promoting Mr. Ira Dilworth to the principalship of Victoria High School. Mr. Dilworth is a young man with an excellent teaching record and his appointment was received with general approval.

During the year the schools of Victoria suffered a very severe loss in the deaths of Miss S. J. Murton, Miss L. M. Mills, and Professor E. Howard Russell. Miss Murton served continuously on the city staff for thirty-two years. Until her last illness she had hardly missed a day during that long period. Miss Mills was supervisor of drawing since the creation of that position some nineteen years ago. The present high standing of that subject in Victoria schools is due largely to her outstanding ability. Both these women were deservedly popular with both pupils and staff. In the passing of E. Howard Russell, Victoria College suffered a severe blow and the city lost a most useful and worthy citizen. Mr. Russell was first appointed to the city staff in 1892. He was a man of striking personality and an exceptionally successful teacher, who devoted himself unsparingly in the cause of education and music.

I have, etc.,

GEORGE H. DEANE,

Municipal Inspector of Schools.

PROVINCIAL NORMAL SCHOOLS.

VANCOUVER PROVINCIAL NORMAL SCHOOL.

Vancouver, B.C., August 10th, 1926.

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

Sir,—I beg to submit the report of the Provincial Normal School, Vancouver, for the year ended June 30th, 1926.

The session opened on September 15th, 1925. The following will show the enrolment for the preliminary term, September to December:—

	Students enrolled.	Regular Students.	Teachers taking Short Course.
Females	222	221	1
Males	41	41	....
Totals	263	262	1

During the preliminary term five young ladies of the regular students withdrew. The young lady taking the short course finished in November. At the close of the term in December three students (two regularly certificated teachers from England and one from Eastern Canada) were granted diplomas. Eight students whose work was not up to standard were asked to withdraw; two withdrew on account of illness and one left the Province.

At the opening of the advanced term in January 243 of those attending during the preliminary term returned. These were joined by fifteen students with previous Normal School training. Thus the total enrolment for the advanced term was 258—215 young ladies and forty-three young men. During this term one young lady withdrew because of unsatisfactory work and one young man was expelled. The advanced term closed with an enrolment of 256. At the close of the session 230 were recommended for interim certificates and twenty-six failed.

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

	Females.	Males.	Total.
Regular students	232	45	277
Teachers taking short course	1	....	1
Total enrolment	233	45	278
Withdrew, work unsatisfactory	7	2	9
Discontinued course	8	....	8
Expelled	.....	1	1
Failed	23	3	26
Diplomas granted	195	39	234

The instruction in physical training was conducted by Sergeant-Major Wallace and Sergeant Ward. Excellent work was done in this department. Of the 246 students examined, 235 qualified for Grade B certificate.

During the past session our teachers-in-training had abundant opportunity for practice-teaching. Following an amendment to the "Public Schools Act" at the last meeting of the Legislature, we abandoned the Model, Cecil Rhodes, and Lord Tennyson Schools as practice schools. The principals and members of the staff of each of these schools have been during many years most helpful in the training of our students, and it was with sincere regret that we

learned that the hearty co-operation which had been so strongly in evidence for many years must be terminated. During the advanced session our students secured their training in practice-teaching in schools in Vancouver and in North Vancouver—the Dawson, Roberts, Aberdeen, Central, Strathcona, Mount Pleasant, Fairview, Simon Fraser, Alexandra, Kitsilano, in Vancouver, together with the Queen Mary and Ridgeway, in North Vancouver, were used for practice-teaching purposes. In all these schools we met very hearty co-operation on the part of principals and teachers. All were most willing to assist in every possible particular. Our students visited various schools in Point Grey, South Vancouver, West Vancouver, Burnaby, New Westminster, and other neighbouring municipalities for purposes of observation. We wish to extend our thanks to all principals and teachers who have during the session rendered assistance to our teachers-in-training.

We believe that, in addition to the present facilities for practice-teaching and observation by our students, there should be established a school in which the members of the teaching staff, carefully selected, should be in the closest co-operation with the Normal School in the matters of organization, methods, and management. This type of school would prove particularly valuable during the early months of the session. If in one class-room of such a school an ungraded school, similar to the average school found in rural districts, could be established with a teacher thoroughly experienced in such work in charge, our students would be greatly benefited by observing the organization, teaching, and management of such a school. The majority of our young teachers serve their first years in rural schools. Their Normal training does not fit them for this particular type of school because facilities for observing, teaching, and managing an ungraded school are not available. We asked the Vancouver Board of School Trustees for such a school some years ago, but the request did not meet with approval. The establishment of a model school (with one class-room set apart as an ungraded school) for purposes of observation by teachers-in-training would make present practice-teaching facilities well-nigh perfect. Until such a school be established the training of our students in the particulars of practice-teaching will fall short.

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

VICTORIA PROVINCIAL NORMAL SCHOOL.

VICTORIA, B.C., August 31st, 1926.

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, 1926:—

The total enrolment for the year was 176. The details of this enrolment and the final results are set forth in the following table:—

	Women.	Men.	Total.
The number granted interim standing	129	31	160
The number who discontinued attending during the year	7	1	8
Died	1	....	1
The number who failed	6	1	7
Totals	143	33	176

Of the eight who discontinued attending during the year, one, an Arts graduate, transferred in January, 1926, to the High School Teachers' Training Class in the University of British Columbia; seven left school.

At the opening of the session in September, 1925, the work of instruction was apportioned as follows: Principal MacLaurin—Arithmetic, class management, school law, and psychology.

Mr. V. L. Denton—History and geography. Mr. Hy. Dunnell—Art and writing. Mr. B. S. Freeman—Literature and nature. Mr. C. B. Wood—English grammar, language, and reading. Miss G. G. Riddell—Music and primary work. Miss L. B. Isbister—Household science and hygiene.

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

Mr. MacLaurin became ill in November and Inspector Allan C. Stewart kindly consented to assume the instruction in arithmetic and school management. This was accomplished in his usual competent and happy manner. Inspector A. F. Matthews carried on the instruction in arithmetic, school management, and school law after the Christmas recess. His work was characterized by close attention to detail, careful preparation, and a wide and thorough knowledge of the needs of the student teacher-in-training. The staff of the school wish to express their appreciation of the cheerful and efficient help which Inspectors Stewart and Matthews accorded to them during the year.

Mr. C. B. Wood took over the psychology, and by diligent application carried this difficult course through in a most satisfactory manner. In addition to this, Mr. Wood conducted a comprehensive course in mental measurements, objective testing, and achievement tests.

The plan followed for the practice-teaching of the students during the year may be summarized as follows: Each student received one week of observation and practice-teaching in our two-roomed Model School. This meant almost continual daily use of these rooms and threw a large share of the "breaking-in" process upon the shoulders of the principal, Miss Scanlan, and her assistant, Miss Barron. But the result, from the standpoint of the students-in-training, was most beneficial. The actual daily class-room procedure was seen and the students gained in poise, general class control, and in knowledge of sequence of lessons and of subject material.

In addition, the following city schools were used during the fall term for practice-teaching lessons: North Ward, Oaklands, George Jay, Sir James Douglas, Bank Street, and Spring Ridge.

After the Christmas recess the Boys' Central, Girls' Central, and Margaret Jenkins Schools were used as well. Lessons were taught in Grades I. to V., inclusive, during the fall, and in Grades V. to VIII. from January to Easter.

After the Easter recess the following schools were also used: Victoria City—Beacon Hill, Burnside, Quadra, and South Park; Esquimalt—Lampson Street; Oak Bay—Monterey and Willows; Saanich—Cedar Hill, Cloverdale, Craigflower, Gordon Head, Keating, Mackenzie Avenue, Tillicum, Tolmie, and West Road Schools; rural schools—Colwood and Sidney.

It will be seen that there has been a marked broadening of the basis for practice-teaching. This has been brought about mainly through amendment to section 133 of the "Public Schools Act" and the lengthening of the Normal School term to the third week in June. The students were divided into groups of two and were assigned for one full week of observation and teaching to individual practice-teachers throughout the schools enumerated above. After a short interval a second week's training was given under a different critic-teacher. The actual practice-teaching concluded on May 21st.

This plan has certain advantages. Throughout the year the number of hours of observation for each student has been materially increased; the number of lessons taught by each student have been more than doubled; the sequence of lessons has received careful attention; and the elements of control, of seat-work and its correction, the giving of tests, and the practical running of a school from day to day have been observed and tried out by each student-teacher. The practical side of the teacher-training course has thus been emphasized to a marked degree. The students have been given every opportunity to secure first-hand knowledge of teaching devices, the preparation and teaching of lessons, and the general running of a school from day to day.

The plan outlined could be still further improved by increasing the number of divisions at the Model School to six. For this purpose a building would be necessary. Such building should contain at least two theatre-rooms, so designed that demonstration lessons to control groups of grade pupils could be given by the Normal School instructors. In this regard reference should be made to the primary demonstration-room which has been recently equipped in one of the spare rooms in the present building. This is a step in advance and the policy should be continued.

Throughout the latter half of the school-year, staff and students alike regretted the enforced absence of Mr. MacLaurin. All were alike delighted to learn that renewed health presaged his

early return to his duties as head of the school. The thanks of the school are due to Mr. George H. Deane, Municipal Inspector of Schools for Victoria, for the hearty co-operation given to us in our work; to Inspectors A. C. Stewart and W. H. May for help in selection of critic-teachers; to all those principals and their staffs who so willingly gave of their time and thought in the practical work of teacher-training.

I have, etc.,

V. L. DENTON,

Acting-Principal.

SCHOOL FOR THE DEAF AND THE BLIND.

REPORT OF PRINCIPAL.

POINT GREY, B.C., August 14th, 1926.

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

SIR,—I beg to submit the following report of the School for the Deaf and the Blind for the year ended June 30th, 1926:—

Since the school was adopted by the Department of Education six years ago and made Provincial in its operation, it has passed the pioneering period and has developed into an institution that is now an asset to the State.

During the year just closed seventy-nine pupils were enrolled. Of these, fifty-nine are deaf, eighteen blind, and two both deaf and blind. A moment's reflection, therefore, will reveal, in some measure at least, the menace that even this number might become if left to prey upon society, to say nothing of the misery that would be theirs if allowed to spend their lives in ignorance.

The school receives these when their only language is a cry, and endeavours to educate them and fit them for useful and helpful citizenship. And those unfamiliar with the work have very little conception of the difficulties to be met and overcome in attaining this end.

The casual visitor might spend considerable time in our class-rooms and notice very little difference between our work and that in the public school. We follow the same course of study as the public school, and in our higher classes we use the same prescribed text-books as far as they are obtainable.

In the classes for the blind our books have to be printed in braille, but the subject-matter is the same as in the public-school text. When we cannot obtain some particular book in braille we transcribe from the ordinary type and make our own book.

Interesting as it might be to outline the various steps and the contrivances used in developing speech and teaching language to the deaf child, space will not permit me to do so. I will merely state that we take the child through all the grades of both public and high school.

Besides giving a literary education, we have classes in manual training, plain sewing, practical dressmaking, millinery, basketry, typing, and music. We stress music quite strongly as it is one of the few lines open to the blind.

To make further advances along vocational teaching additional room is required. In fact, we have arrived at the point where a new building equipped for vocational work is an absolute necessity.

During the first year or two progress was greatly retarded by continual changes in the teaching staff. For the past four years the staff has continued more constant, and last year there was only one change. Miss Frost resigned at the close of the year, June, 1925, and her place was filled by appointing Miss Boyd, a resident of Vancouver, on the staff.

Miss Boyd had had previous experience in the School for the Deaf in Winnipeg and during her short time with us she has justified her appointment.

It is very gratifying to report that the health of our big family was good throughout the year. Immediately on reopening school after the summer vacation one boy developed whooping-cough which he had contracted at home. This was detected before he came in active contact with the other children and an epidemic was averted. In November a case of scarlet fever developed, but, as in the case of measles, this was discovered and the patient isolated, and no other pupils contracted it.

We had a few light cases of influenza, but they made speedy recovery and suffered no bad after effects.

I therefore feel justified in repeating what I have said in other reports, that our health record is, in no small measure, due to the unrelenting and watchful care of the matron and her assistants in planning well-balanced meals and seeing that the children have sufficient outdoor exercise and practise regular habits of living.

Before I close this report I wish to record my appreciation of the help we receive from the service clubs and other organizations in Vancouver, particularly the Elks. The Elks make it a point to visit us monthly and furnish entertainment. At Christmas every year they provide a tree and decorate it with presents for every child, perpetuating in every detail the tradition of Santa Claus.

I also want to make mention of kindly messages sent by the Honourable the Premier of the Province from time to time. They cheer us in our work and remind us that even in the midst of official business he is not unmindful of little children.

And, further, I want to thank the Honourable the Minister of Education and you yourself, sir, for your patient treatment of my many importunings.

I have, etc.,

S. H. LAWRENCE,

Principal.

Technical School, Vancouver.

TECHNICAL EDUCATION.

REPORT OF THE ORGANIZER.

VICTORIA, B.C., October, 1926.

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

SIR,—I beg to submit the following report on manual training and home economics in the public elementary schools; also technical, home economics, and commercial subjects in high schools, teacher-training classes, and night-schools; correspondence classes; and technical education generally for the year 1925–26.

MANUAL TRAINING.

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

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

Manual-training centres	83
Manual-training instructors	75
Elementary-school pupils attending	12,250
High-school pupils attending	2,001

The work of manual training throughout the Province is characterized by great variety owing to the fact that instructors are encouraged to extend their projects to include useful articles of every description. It has been recognized and noted by critics that rural schools and centres in the Upper Country appear to be freer in this respect than those in the larger cities; but even in the latter places the boys are permitted to attack projects of increasing dimensions. It is well, however, to understand in this regard that the names "project" and "model" are synonymous terms in British Columbia, and that the word "model" might mean a wheelbarrow, radio-cabinet, table, or book-shelf. It can also be readily understood why the projects in rural districts are made larger than those of the cities when one realizes that the objects are selected for their practical use and applicability to the farm.

There is much to be said from an educational standpoint in favour of that training which comes from concentration on a piece of work until it is thoroughly completed, and therefore cities have no need to apologize for having projects smaller in size and better finished than is to be found in rural districts. The productions in the manual centres in Grades VI., VII., and VIII. should be of a serious nature; the making of automobiles out of apple-boxes, scooters from roller-skates, and other ingenious playthings may well be left to the boy's own time when he works in his basement and back yard.

Critics have also drawn attention to the fact that double the number of pupils might take part in manual training by cutting into half the present lesson-periods of three hours. Such a time-table would have to be balanced by a similar one for home economics and a number of experienced teachers of that subject say the change would be quite reasonable. The shorter period would undoubtedly tend to encourage a desirable intensive application, but that end could be and is being accomplished under present conditions by dividing the manual-training lessons judiciously and taking every day some theory and drafting with the bench-work.

The shorter-period is suggested in order to make time to deal with pupils of the intermediate grades whose hand-training is at present neglected. This could certainly be accomplished by the means suggested, but there would be a grave danger of reducing the present high standard of manual instruction in the Province; freedom of choice in making projects would tend to be

destroyed; the small models would again predominate, and class uniformity would become established. A similar effect would also develop in home economics.

Manual instructors are understanding more and more the value of linking up their lessons with the class-room studies. The subjects of geography, history, nature-study, and general knowledge all lend themselves admirably to treatment in the woodwork-shops. The teacher must never forget that "manual training has a place on the school programme for boys not to make them carpenters or ship-builders or metal-workers, but because it will, more fully than any other school experience yet discovered by educators, develop in them certain purposes, skills and attitudes necessary for complete living."

HOME ECONOMICS.

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

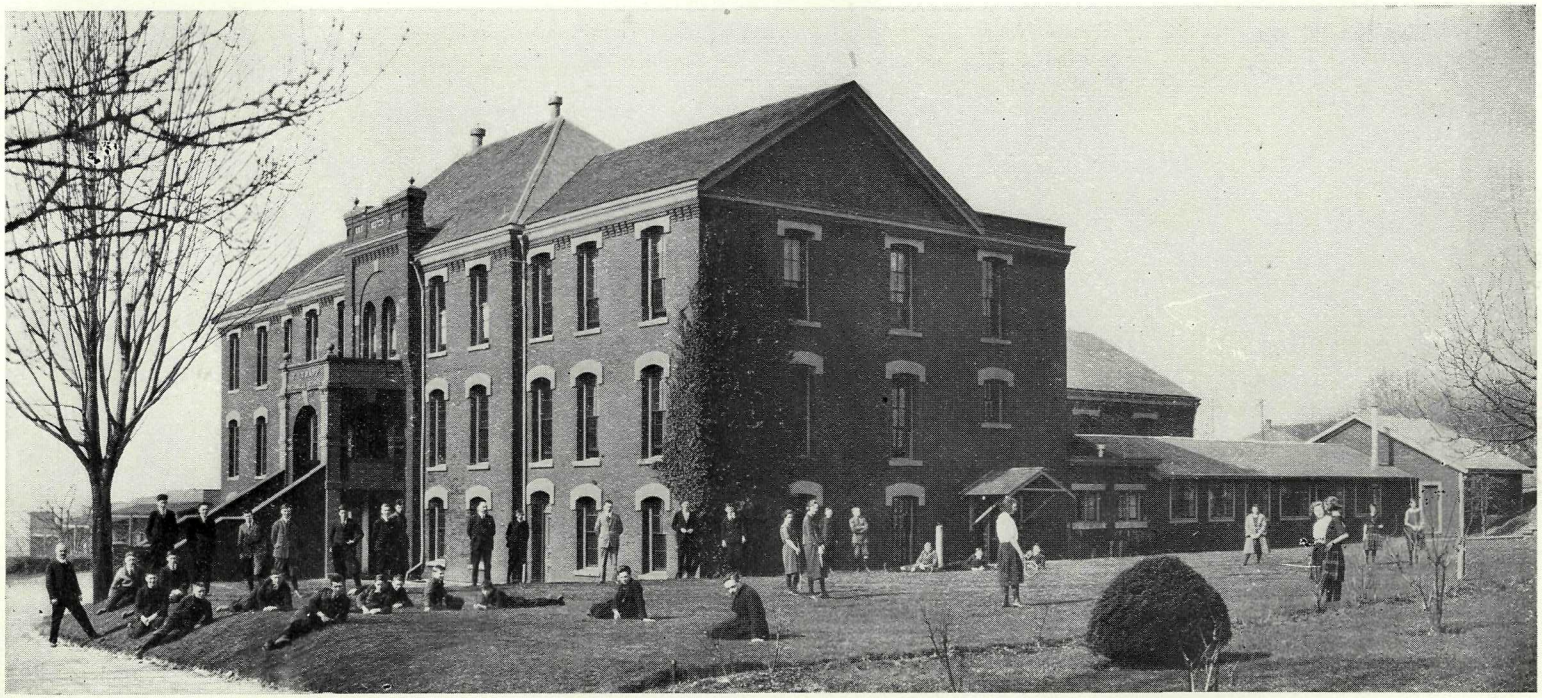
Home-economics centres	55
Home-economics instructors	55
Elementary-school pupils attending	9,250
High-school pupils attending	2,205

The work of home economics takes its simplest form under the heading "Sewing and needlework" as it is taught by the grade teacher in the class-room, while the boys of the class are under the instruction of the manual-training teacher. (Such classes are not included in the above statistics.) Next in importance comes home economics taught by a special teacher with a simple oil-stove equipment and the pupils working in groups. Next come the classes that meet in rooms having individual equipment. Needless to say, good work can be done under any of these conditions, but it takes an excellent teacher to do satisfactory work with simple equipment, and as she is generally the one who can command a high salary, and the simple equipment is likely to be owned by a School Board who cannot pay such a salary, the combination of simple equipment and mediocre teacher is likely to exist.

The work of home economics as a whole is well established in the Province, and a goodly proportion of the teaching staff apply themselves to further study in an endeavour to keep abreast of the times; indeed, it is necessary to study continuously to assimilate this living science, for great quantities of literature on laboratory experiments and teaching methods continue to pour at regular intervals from the publishing houses. Lessons on foods, food values, and preparation of foods are for the most part grouped around the laws of health. Sewing and dressmaking are linked with a study of clothing and with a knowledge of materials. The teachers in charge of home economics are in the main well aware of the educational aims underlying their work. They know that the subject is on the school programme not merely to train girls to be housemaids or cooks or seamstresses or laundresses, but that while doing these things it also gives the girl a sane attitude toward life by requiring her to deal with real projects and solve life problems.

There is great need for an extension of the work of home economics in the Province, and in this regard the memorandum from the Educational Committee of the Local Council of Women at Victoria should be studied by all school trustees, but particularly those in cities of the first and second class.

"We believe," says the memorandum, "that the home is the natural and rightful domain of woman, and therefore that home economics, the science of the home, is pre-eminently the proper and logical study for womankind; we believe that, as women are largely the spenders of money, national thrift would dictate that they be taught to spend wisely; that as the keepers of the health of the nation we believe they should be taught the principles of hygiene and dietetics; we believe that in the different branches of this subject there is ample scope for the varying abilities of the most brilliant minds of the sex; we believe that much undesirable and unnecessary competition between the sexes will be avoided, and many other social problems solved when the dignity of home-making is adequately recognized and home economics given its rightful place in a national and international scheme of education. . . . Finally, let us never forget that upon the physical stamina, the mental and moral fibre of the mothers-to-be, depends the character of the life—yea, the very life of to-morrow."



T. J. Trapp Technical School, New Westminster.

TECHNICAL EDUCATION.

Technical courses in high schools are organized in the Cities of New Westminster, Vancouver, Victoria, and Trail. In the T. J. Trapp Technical School, New Westminster, may be found the four divisions—academic, home economics, technical, and commercial—which form what is known as a composite high school. The work prescribed for study in these schools is given in detail in the *Programme of Studies for High Schools* issued by the Department of Education.

Following are the centres at which instruction in technical, household science, and commercial subjects was given:—

Centre.	Technical.	Household Science.	Commercial.
New Westminster	147	45	85
Trail	33	.....	.....
Vancouver	545	167	628
Victoria	145	.....	221
Burnaby	.....	.....	99
Kamloops	.....	.....	29
Nelson	.....	.....	28
North Vancouver	.....	.....	82
Point Grey	.....	.....	116
Prince Rupert	.....	.....	29
Revelstoke	.....	.....	29
South Vancouver	.....	.....	154
Surrey	.....	.....	40
West Vancouver	.....	.....	22
Totals	870	212	1,562

The enrolments thus show an attendance of 2,644 students and the expenditure for the year ended June 30th, 1926, including grants for equipment, amounted to $80,596.58. Of this amount the Dominion Government paid 50 per cent.

From the above statement it will be seen that we have the high school technical course operating in Vancouver, New Westminster, Victoria, and Trail; but this must be considered as the merest beginning in vocational training. The course in Victoria is of two years' duration only. Up to the present time undue consideration has been given to the small percentage of students who desire to proceed to Victoria College by the academic route. The real education of the greater percentage of students who are going to take part in industrial life is still neglected. Those students drift away from the various elementary schools and, it is feared, continue to drift, whereas the most up-to-date way of handling the situation is to keep the adolescent boy and girl at school until they go to work.

The technical staff in Victoria is excellent, but the educational ambit of the school trustees should be enlarged to embrace the field mentioned, and for which work the Dominion grant was made available. The Dominion Director of Technical Education is very dissatisfied with the apathy in Victoria towards vocational training and does not consider a continuance of the technical grant warranted. This does not apply to the commercial course, which has now been extended to three years.

The course at Trail is also suffering from being bound too closely to academic ideals. The Dominion Director informs us that similar experiences have been met with in Ontario, and that he does not now advise attempting to harmonize the conflicting ideas in communities with a population of less than 5,000 inhabitants. The workshop course at Trail has developed into one of a simple manual-training nature. Like the Victoria school, no student is admitted who has not passed the high school entrance examination, thus the opportunity of giving service to prospective industrial workers is considerably reduced.

Vancouver and New Westminster schools have given splendid service throughout the year, but experience shows that both schools should give up the idea of serving two masters—namely, academic and vocational; they should conserve all their energy and direct all their attention to strictly vocational work.

There is a great field composed of the following: (*a*) Pupils who are of school-leaving age and yet who have not passed high school entrance examination; (*b*) a large group composed of

persons who do not intend to go to university and have no interest in the subjects set for matriculation; (*c*) matriculants who would prefer technical training to that of a university character in order that they may be the better fitted to participate in industrial life; and (*d*) still another large group who pass out of high school during or at the close of the first year. It was mainly to assist this large body of students, (*a*), (*b*), (*c*), and (*d*), that the money grants from the Dominion Government were offered. Notwithstanding all this, it is a most difficult matter to keep the attention of school trustees and the teaching fraternity directed to the proper goal. This fault is clearly seen in the three years' home economics course held in King Edward High School, Vancouver. While it would be a grave blunder to disturb the course which leads at present to the Normal School, yet an extension of service should be undertaken to train girls who have no desire to attend either normal school or university. A purely vocational course in home economics would appeal to a great many girls and would fill a need in the community. The minimum wage decided upon by the Provincial Government has thrown upon the schools the onus of preparing their graduates to earn that amount of money. The fact that boys and girls who desire to enter industrial life cannot earn the minimum wage without preparatory training has made employers of labour hesitate and even cease to employ them. In common justice, therefore, to the young and to the whole community something ought to be done by the school trustees to readjust the situation. A type of apprenticeship for both boys and girls to suit present-day conditions should be revived and made operative. Attention might be directed to the apprenticeship course for carpenters drawn up by the Building Trades Association. "The apprenticeship is for a period of not less than four years; wages to be paid as follows: First half of first year, 15 per cent. of journeyman's wage in the trade; second half of first year, 20 per cent.; first half of second year, 25 per cent.; second half of second year, 30 per cent.; first half of third year, 35 per cent.; second half of third year, 40 per cent.; first half of fourth year, 45 per cent.; second half of fourth year, 50 per cent. Bonus on completion of apprenticeship, a minimum of $100 after passing final examination, to be paid from the funds of the Apprenticeship Council, which would no doubt be increased to those who showed special aptitude and application."

The indenture includes a clause which requires attendance two nights each week at technical classes in order to learn that which cannot be taught satisfactorily on the job. *The Apprenticeship Council of the Building Trades Association has certainly blazed a trail out of disorganization and chaos into a land of promise.* We may expect a considerable extension of the apprenticeship system in the near future and to the inclusion of other trades, such as plastering, bricklaying, painting, sheet-metal working, plumbing, etc.

One of the necessities which grow out of these conditions is the erection of a technical or vocational school for Greater Vancouver. The creation of a metropolitan area and the appointing of a board of control are therefore imperative at this time. According to the School Survey it is the biggest single problem facing the Board of School Trustees, and there are distinct signs that the trustees of Greater Vancouver are seriously considering schemes for materializing the idea. The opinion of the Commissioners who drew up the survey of the school system reads as follows: "This is a field of work as yet almost untouched in British Columbia and one upon which much of the future industrial development of the Province depends. Little is being done to prepare skilled workers for the many industries that ought naturally to be developed in a country possessing great natural resources consisting of coal, timber, and minerals. At present much of this natural wealth is being worked up and finished for use in foreign countries. British Columbia gets a dollar for something that in a finished state is worth five or ten dollars." The surveyors therefore advocate the selection of a site in the geographical centre of Greater Vancouver and that the cost of construction should be spread over a number of years. It would be advisable to begin such a scheme by passing legislation permitting the formation of a metropolitan area consisting of Vancouver, South Vancouver, North Vancouver, West Vancouver, Burnaby, Point Grey, Richmond, and New Westminster. From this area a technical education council could be elected who would be responsible for organizing, equipping, staffing, and maintaining a technical school or institute of technology.

The objective of this school should be: (*a*) To train and prepare people for their life's work and to work for the development of the raw resources of the Province; (*b*) to make possible the rounding-out of an apprentice system and to strengthen the relationship between the school and industry; and (*c*) to provide appropriate educational opportunity to those who do not go to university or even to high school.

The technical shops should be constructed in accordance with the best trade conditions and workshop practice and there is no need at present to emulate the architectural grandeur which one sees in many public buildings.

NIGHT-SCHOOLS.

Night-schools were conducted in nineteen rural school districts, seven rural municipalities, and eleven cities in the Province, with an attendance of 6,017 students.

Rural districts: Blakeburn, 35 students; Boswell, 16; Box Lake, 17; Castlegar, 77; Cawston, 20; Coal Creek, 14; Champion Creek, 10; Errington, 16; Granby Bay, 120; Gibson Creek, 10; Kimberley, 20; Keremeos, 46; Malcolm Island, 28; Michel and New Michel, 93; Northfield, 25; Ocean Falls, 106; Procter, 12; Powell River, 25; Sandon, 24.

Rural municipalities: Burnaby, 411 students; Glenmore, 20; Langley, 29; Penticton, 159; Saanich, 67; Summerland, 42; South Vancouver, 486.

Cities: Chilliwack, 48 students; Courtenay, 28; Kamloops, 74; Ladysmith, 55; Nanaimo, 95; Nelson, 43; New Westminster, 527; Prince George, 102; Port Coquitlam, 31; Victoria, 827; Vancouver, 2,259.

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

(*a.*) MANUAL TRAINING ELEMENTARY CERTIFICATES.

Classes for training teachers in manual work are held every Saturday afternoon in the Technical School, Vancouver. These are open to both craftsmen and public-school teachers and the total number of training-hours amount to 775. While 275 hours at the bench are required from school-men, very little is required in practical teaching. This disposition of hours is reversed, however, with the craftsmen, 200 hours being given to general education and only 75 hours at the bench. On the completion of the course and on being appointed to a position, an interim certificate is awarded; and after two years' satisfactory service a permanent certificate is granted. The course of work for teachers-in-training is as follows: Entrance examination in English and arithmetic, mechanical drawing and solid geometry, drawing and design, blackboard drawing, light forms of hand-work, bench-work in wood, theory of woodwork, theory of education, three years' course of projects, one year's successful teaching.

These classes have so far provided us with teachers who have a good conception of the educational value of creative work and they always return to more advanced classes to broaden and extend their knowledge. A reading course is also encouraged by the circulation of books on education, psychology, and pedagogy.

(*b.*) MANUAL TRAINING HIGH SCHOOL CERTIFICATES.

When men have graduated as manual instructors for elementary schools they have the opportunity and privilege of proceeding onward and upward to the work of high-school grade. The programme of studies at the training classes is as follows: (1) Furniture-making; (2) wood-turning; (3) sheet-metal work; (4) art-metal work; (5) bench-work in the machine-shop; (6) applied design; (7) educational methods, course of work in 1, 2, 3, 4, and 5, use and care of woodworking machinery, science relating to wood and metal work; thesis on manual training. A decided step in advance of the elementary school course may be noted. The subjects are well balanced and demand work which exercises both skill and taste.

From these two classes the ranks of our manual instructors have been for some years recruited and there does not seem to be any proposition to improve on it except the full-day

training college such as the Ontario Department of Education has organized at Hamilton. It is interesting to note that the students-in-training at that institute are drawn from the ranks of craftsmen as well as from school-teachers. We have no need to apologize for the men who qualify from our training classes; they have established the work of manual training in the schools of the Province. Their work has withstood the wave of economy which passed over the country, and British Columbia still stands second in the Dominion for the number of manual instructors and the number of centres which are in the Province.

TRAINING AS INSTRUCTORS IN TECHNICAL SCHOOLS.

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

With the growth of technical education positions will be forthcoming for the men who have taken this training and the success of technical education will be entirely in their hands. Certificates for technical teachers are of two kinds—interim and permanent. After two years' successful teaching experience the interim certificate may be made permanent. The course of study is more specific than that drawn up for the manual-training teachers' high school certificate. Part I. consists of a study of trade analysis and a study of teaching methods and principles, during which they chart out a course of work. Part II. consists of practice-teaching. It is improbable that craftsmen would give up remunerative work to attend the Ontario Training College for technical teachers. Salaries are not sufficiently high to warrant a man running into great expense in order to attend college.

TRAINING COMMERCIAL TEACHERS.

The training of first-class certificated school-teachers as teachers of commercial subjects is undertaken at summer schools and these are linked up by correspondence lessons during the winter months. Students are enrolled in shorthand, typewriting, book-keeping, and teaching methods. The commercial certificates are of two kinds; interim and permanent. After two years' successful teaching experience the interim certificate may be made permanent.

The correspondence courses are arranged under the following headings:—

(*a.*) Shorthand (theory and practice), covering first-year high school course.

(*b.*) Shorthand (theory and practice), covering second-year course (80 words per minute).

(*c.*) Typewriting (theory and practice), covering the work of first- and second-year high school.

(*d.*) Accounting (theory and practice), covering first-year high school course.

(*e.*) Accounting (theory and practice), covering second-year high school course.

The remainder of the commercial subjects which are taken at summer school are as follows: Commercial geography and economics, arithmetic of commerce and finance, history of commerce, commercial law, statute law, office management, business correspondence and filing, auditing.

The commercial teachers' training classes have made it possible to keep pace with the growth of this work in high schools. Had it not been for the supply of trained teachers who were ready to take charge of the students the whole structure would have collapsed.

The number of commercial pupils will continue to increase because office-work, warehousing, and wholesale merchandising will continue to be an important avenue of activity and the distribution of goods will always be characteristic of the trade on the Pacific Coast.

Undoubtedly the time will come when manufacturing will make rapid strides, but the distribution of goods made in other countries holds the premier place to-day. For this reason commercial training is important—clerical, secretarial, buying, warehousing, selling, and accounting; and great attention must be focused on the industrial situation in other countries, in the languages of Western peoples, and in their requirements.

The sum spent on teacher-training, both technical and commercial, for the year ended June 30th, 1926, amounted to $4,136.14, of which the Dominion Government granted 50 per cent.

Correspondence Classes.

Lessons on Elementary School Subjects to Pupils who live beyond the Reach of School.

This work continues to be conducted with great success and lessons are dispatched to more or less inaccessible places where live the children who have enrolled. In one case the lessons can only reach the pupil twice each year, and it is gratifying to know how deeply appreciative the parents are to the Department of Education for this service. The following are a few excerpts from letters of appreciation:—

"I wish to thank you for the very kind interest you have taken in my work all the while I was studying your course. I have had every question fully answered and every problem fully explained. It helped me a great deal in my studies."

"I hope that my son will progress as well while he is at school as he did at home under your correspondence course."

"I think your course is just wonderful, and am so pleased with my son's advancement. He takes such a delight in it."

"I wish to state that I appreciate the service I got through your Department, as I think my son advanced faster studying at home than he would at regular school. I would highly recommend the work of your Department to people with children living in unorganized school districts."

"Please accept many, many thanks for your kindly interest in my children. I think the correspondence course is a wonderful system, and I can assure you is much appreciated. Best wishes to you in your good work."

"Too much cannot be said in praise of your correspondence course, and you may well be proud of the good work your staff is doing for children in unsettled districts."

There are 250 pupils taking the course. Since the time the course was started seven pupils who received their instruction through correspondence obtained high school entrance certificates.

Lessons in Coal-mining and Mine Surveying.

The same office that is responsible for disseminating the lessons on elementary-school subjects also sends out the lessons to those engaged in coal-mining operation. If the young worker desires to continue his education as soon as he leaves school at the age of 15 he will find six separate sections or units of study which will cost $5 per section. These will give him ample preparation by the time he is 23 years of age to try the shotlighters' examination. With a continuance of his study his papers as overman will not be difficult to obtain, and following these two the aspiring coal-miner may reach any height he desires. An ambitious young man may even try matriculation to university examination in four parts, thus making it possible for one to develop native gifts and participate in learning of an advanced character at the university.

The above classes embrace the following courses:—

No. 1. Preparatory mining course for boys over 15 years of age who have left school.

No. 2. Course in mathematics.

No. 3. Course for fireboss, shiftboss, or shotlighter's papers (third class).

No. 4. Course for overman's papers (second class).

No. 5. Course for mine-manager's papers.

No. 6. Course in mine-survey work.

There has been an enrolment of 195 students in the above classes, and the cost of the correspondence classes for the year ended June, 1926, was $3,662.71, half of which was paid by the Dominion Government.

Expenditure.

The total amount of expenditure from July 1st, 1925, to June 30th, 1926, on the subjects previously referred to, but exclusive of manual training, home economics, and correspondence-work with elementary-school children, amounted to $102,516.09, and of that sum the Dominion Government paid $51,258.04.

Excerpts from the latest report from the Dominion Director of Technical Education show that the Province of British Columbia takes fifth place in the amount of Provincial expenditure

on technical education, second place for the number of students attending night-school, third place for the number taking correspondence courses, and second for the number undertaking training as technical teachers. The cost of administration for all this work ranks the Province as fifth, which would seem to be reasonable and satisfactory.

I have, etc.,

JOHN KYLE,

Organizer of Technical Education.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., October 31st, 1926.

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 October 31st, 1926.

The various departments of work initiated by the Department with the financial assistance of the Federal Government are now being maintained, but not on quite so generous a scale as formerly. The withdrawal of Federal aid towards agricultural instruction two years ago necessitated a curtailment in some of the special grants that had been given to teachers as well as to School Boards. It followed that some of the School Boards, in their attempts at economy through retrenchment, discontinued the teaching of agriculture through the District Supervisor system, which included a programme in elementary schools as well as in centrally located high schools. With more limited Government assistance and a corresponding increase in local costs, most of the School Boards found it more advantageous, from a financial standpoint, to omit the elementary school programme and to retain a specialist in science and agriculture on the staff of the high school. As a result we are now going through a transition stage, in which some lines of work which progressed under the District Supervisor system are dropping out—notably school-gardening—and some other lines are slowly advancing. In the elementary schools, due in part to the interest shown by such local organizations as Agricultural Fair Associations, Horticultural Societies, Women's Institutes, and Parent-Teacher Associations, home-gardens for children and school fairs have been encouraged. It is becoming more evident as the years pass that such subjects as home economics, agriculture, and manual training—all of which are as yet optional in British Columbia—must look to such organizations as those mentioned above for encouragement and not infrequently for their very existence. It seems passing strange that, although these three subjects have more intimate connection with everybody's life than have any of the other school subjects, many School Boards have to be urged, and even persuaded, seemingly against their will, to make this highly important field of instruction available to the boys and girls of their respective districts. This is particularly noticeable in rural districts and in smaller towns and cities. In matters educational the country has always lagged behind the city, and even in the teaching of such an essentially rural subject as agriculture the cities may be found to lead. The Victoria High School during the past twelve months enrolled no less than 200 students in the regular two-year course in agriculture. Is it contempt for a rural environment all too familiar to the people of the country that has prevented them from turning such inimitable resources to educational account, or is it the bondage of an outworn educational tradition, that tends to make "learning" incompatible with labour, that accounts for this failure? In a recent memorandum on rural education prepared by H.M. Inspectors in England this important question of the relation of education to environment is well set forth. Holding that there is an important relation between rural-school work and the life and pursuits of the country the memorandum continues: "It has long been widely recognized that environment should be freely drawn upon in order to lend reality to the teaching and to arouse interest in country life and pursuits. With the increase in the normal period spent by children in school and the consequent extension of the curriculum, an attempt has been made in a number of places not only to provide the better general education demanded by modern conditions of life in town and country, but also to extend the children's knowledge and appreciation of their natural surroundings, and to give them some acquaintance with the principles underlying natural phenomena and every-day farm and garden operations. There is also a growing recognition of the fact that one of the aims of elementary education should be to develop skill in those elementary handicrafts, such as woodwork and metalwork, which are fundamental to all civilized life."

AGRICULTURAL INSTRUCTION IN HIGH SCHOOLS.

Altogether 566 high-school students have enrolled in the two-year course in agriculture during the past year. The courses have recently been discontinued in three high schools—Langley, Surrey, and Duncan—and a new centre opened at Courtenay. Some difficulty has been experienced in one or two instances in securing science and agriculture specialists. Agricultural graduates holding professional standing as teachers are not always available, but can usually be found when sufficient time for investigation is allowed and a reasonable salary offered. It is to be hoped that those high schools, rurally situated, will be able to resume the work again before another year comes round.

The various instructors in agriculture are seizing every opportunity to supplement laboratory and class-room instruction in the science of agriculture, with practical applications in home projects, excursions to experimental farms, private farms, and exhibitions. The various junior judging competitions held in connection with the larger fairs have also served to give application to different branches of the science of agriculture. Competitions in the judging of all classes of live stock, field crops, fruits, and poultry were held at a number of the leading fairs this year and have done a good deal to arouse the interest of both boys and girls in our agricultural classes. In most high schools where agriculture is taught the general science course of Grade IX. is taken preliminary to the study of agriculture. This has been found to work advantageously, as almost all branches of science find some application in one or more of the numerous branches of agriculture, and the study of agriculture, on the other hand, is greatly facilitated by the study of science.

IMPROVEMENT OF SCHOOL-GROUNDS.

During the year numerous calls have been made by School Boards for assistance in the improving of school-grounds. Not only has help been sought in the planting and improving of old grounds, but in some cases the planning of new grounds has received attention. The assistance given by the Department, both in money grants and in nursery trees and shrubs, has been greatly appreciated throughout the Province, and it is interesting to note that other Provinces in the Dominion are coming to adopt similar measures of assistance. The educational influence on the children of a well-planned, well-planted, and well-kept school-ground is positive and beneficial, and especially so when both teachers and pupils participate in the improvement-work. There is sufficient work in this branch of school enterprise alone to occupy the time of an expert. The School Inspectors of the Province are taking a live interest in this work and may be relied on to give it their full support.

THE OUTLOOK FOR AGRICULTURAL EDUCATION.

The study of agriculture in British Columbia is carried on from the educational view-point rather than from the vocational. We regard agriculture as a great composite science the applications of which touch every home in city and country alike. As such it has a place in the curriculum of all secondary schools and has proved to be applicable to boys and girls alike. The scientific method, combining field and laboratory study with class-room lectures and demonstrations, is followed, each school having a suitably equipped room which permits of both lecture and laboratory work. Experimental gardens and testing-plots are operated at each high school where agriculture is taught and considerable home-project work is conducted, giving direct application to class-room instruction.

In the various States of the American Union strong financial support for agricultural instruction is given by Federal and State funds, but the avowed objects is strictly vocational. There "the character of instruction is immediately related to the field of farming for which the pupils are being prepared." The announcement further states that "the education shall be of less than college grade and shall be designed to meet the needs of persons over 14 years of age who have entered upon, or are preparing to enter upon, the work of the farm or of the farm home."

Whilst there may be a place for such vocational instruction either in special schools, such as may be found in Alberta and at one or two points in Ontario, here in British Columbia we believe that we are pursuing a thoroughly sound policy in making it possible for many boys and girls in both rural and urban schools to obtain up-to-date scientific knowledge pertaining to the raising of live stock, poultry, field, orchard, and garden crops. Some of our best farmers in this and every other Canadian Province were born and bred in the city. To seek to restrict the study

of agriculture to rural schools alone would help to perpetuate a peasant class such as this Province at least does not want. Already we have cases in plenty where bright and ambitious boys attending city high schools have decided, as a direct result of our wider policy in agricultural instruction, to adopt rural life and occupation. The country needs city boys to-day possibly more than the city has need of boys bred in the country. It would be nothing short of a national calamity if we should perpetuate a system of vocational cleavage between the city and the country. This the somewhat narrow policy of vocational agricultural instruction referred to above tends to promote.

The high school agricultural courses as organized in this Province also serve as "finding courses" or "try-out courses," to borrow a phrase from the junior high school advocates, and in this sense our high school courses in agriculture may be regarded as prevocational. We are finding more and more the desirability of linking up high school biological studies—botany and zoology—with agricultural studies; nor are we alone in this. A recent report on English education contains the following statement: "It is interesting to find that at one large secondary school for girls in London practical horticulture and botany are taught successfully. The school has two laboratories for botany, and a special study is made of the physiology and morphology of both wild and cultivated plants. In the Botany Garden a wide variety of plant associations has been set up for the study of plants growing under natural conditions. The work is very highly developed and worthy of special comment." In summing up the situation generally the report concludes as follows: "More than one authority is known to be seriously considering the provision of a definitely rural curriculum in one or more schools in their area. It may be anticipated that there will be a steadily increasing demand for a curriculum which, while affording a specially valuable training for girls and boys who propose to take up occupations associated in one way or another with the cultivation of the soil and the production of food, will yet provide as good a training as the traditional curriculum for pupils who are looking forward to entering other walks of life."

In the nature-study courses of the elementary school and in the high school science courses a close connection with agricultural science has been aimed at. The study of agriculture tends towards a better understanding and a greater appreciation of the whole material environment. In order to help the teachers of the Province in this study of environment with their pupils, and also to impress upon all the imperative need of protecting and conserving our forest wealth, we were able, with the financial and technical assistance of the Forestry Branch of the Department of Lands, to place in each of our schools a copy of a well-illustrated manual of the Trees, Shrubs, Poisonous and Food Plants of British Columbia. The main body of the manual was prepared by James R. Anderson, of Victoria, a lifelong resident of the Province and a naturalist of repute, while the concluding chapter on "Our Forests and their Protection" was prepared under the direction of the Chief Forester.

I have, etc.,

J. W. Gibson,

Director of Elementary Agricultural Education.

SUMMER SCHOOL FOR TEACHERS.

REPORT OF THE DIRECTOR.

VICTORIA, B.C., October, 1926.

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 5th to August 6th, 1926. The school consisted of a student body of 346, a staff of thirty-three instructors, and a Demonstration School of 169 students with eight instructors. The spirit of the school was excellent and interest seemed to be maintained right to the closing exercises. This was undoubtedly due to the splendid work of the staff and to the intense interest which they threw into their projects, into school activities and recreations. The courses offered and the number enrolled in each were as follows:—

Rural Science	6
Physical Training	33
Health	28
Folk-dancing	42
Primary Grade	103
Vocal Music	26
Choral Singing	79
Art Courses (including Applied Art)	95
English Literature and Expressional Work	43
Home Economics, Preliminary and Advanced Needlework	20
History	22
Geography	51
Penmanship	85
Manual Training	11
Demonstration School	169

Of the number in attendance, 322 were women and 24 men. A further classification may be made as follows:—

From cities in British Columbia	92
From rural municipalities	76
From rural and assisted schools	90
Unclassified and without schools	73
From points outside of British Columbia	15
Total	346

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

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

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

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

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

Dr. T. E. Clarke, B.A., B.Paed, Department of Primary Education, Normal School, London, Ontario—Practice of Primary Grade Work.

R. M. Connell, Specialist in Nature-study and Geology—Saturday Rambles.

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

Miss Vera Cussans, Physical Culture Teacher—Folk-dancing and School Games.

Ira Dilworth, M.A.—English Literature.
Harry Smith, M.A.—English Literature.
H. P. Eldridge, Instructor in Weaving.
John Fraser, Instructor, Vancouver Technical School—Sheet-metal and Forge Work.
Mrs. Margaret Grute, Graduate, Central School of Arts and Crafts, London—Pottery.
Miss J. Dorothea Hay, B.A., High School, Victoria, B.C.—Librarian.
Arthur E. Hutton, M.A., Normal School, Calgary—Intermediate Grade Hand-work.
F. A. Jones, B.A., D.Paed., Instructor, Provincial Normal School, Ottawa—Geography.
Harry A. Jones, Instructor, Vancouver Technical School—Machine-shop Practice.
Mrs. C. A. Lucas, R.N., Nurse Superintendent, Saanich Health Centre—Child Health Programme.
Miss Alice B. Marcellus, Instructor in Home Economics, Vancouver—Preliminary Needlework.
Miss Dorothy Morton, Medallist, Vancouver Musical Festival, 1925—Accompanist.
Will Menelaws, Graduate of Royal Scottish Academy of Art, Edinburgh—Figure Drawing and Design.
H. B. MacLean, Instructor, Provincial Normal School, Vancouver—Penmanship.
R. W. MacKenzie, Instructor, Tennyson School, Vancouver—Penmanship.
Mrs. Wilfrid Ord, Victoria School of Expression—Reading and Expressional Work.
Bernard E. Ryall—Accompanist.
Charles H. Scott, Graduate of Glasgow School of Art, Head Master, School of Applied Art, Vancouver—Sketching from Nature.
Mrs. Sharland, Instructor in Dressmaking and Ladies' Tailoring, Vancouver—Advanced Needlework.
James G. Sinclair, M.A., Instructor in Draughting, Vancouver Technical School—First-year Art Course.
Mrs. Margaret Spouse—Primary Grade Hand-work and Basketry.
Norman M. Simister, Designer and Craftsman, Victoria—Art-metal Work.
Mrs. Ina D. D. Uhthoff, Graduate of Glasgow School of Art—Advanced Art and Applied Design.
W. P. Weston, Art Instructor, Provincial Normal School, Vancouver—First-year Art Course.
F. C. T. Wickett, A.R.C.O., Choirmaster and Teacher of Music—Vocal Music and Leader of Community Singing.
Frederick Waddington, Conductor, Esquimalt School Choir—Choral Singing.

Staff of Demonstration School.—Thomas Hall (Head Master), Grade VII.; Miss Charlotte Mazzoline, Grades V. and VI.; Miss Ann McKinnon, Grades III. and IV.; Miss Beatrice Chadwick, Grades I.A and II.; Miss A. T. G. Reid, Receiving and I.B; Miss G. Gordon Riddell, Instructor in Singing; Miss Vera Cussans, Instructor in Physical Culture; Wm. Steele, Manual Training Teacher.

Courses of Study, with their Content and Aim.

Rural Science.—The three-year Rural Science Course consisted of studies in horticulture, including school-gardening and home-project studies on soil, field crops, and farm animals. It was based upon the authorized course of study and was presented so as to meet the needs of both urban and rural school teachers. Class excursions and much out-of-door work formed an important means of studying plant-life. Insect-study was engaged in to familiarize the class with the commoner orders which are of economic importance.

Public Health and Disease Prevention.—The course in public health and child-welfare work which was conducted had as its primary object the creation of interest in the prevention of disease, so that teachers may assist in educating the public in abolishing disease, especially infectious diseases. To this end several new branches were introduced into the course, and a brief study was made of bacteriology, epidemiology, and kindred subjects. The very latest authorities were studied and only subject-matter that was right up to the minute was presented. Dr. H. W. Hill, Director of Laboratories and Head of the Department of Nursing and Health at the University of British Columbia, gave one lecture, and he, together with Dr. Young, Provincial Department of Public Health, gave freely of their time to help the good work along.

Physical Training.—A daily programme of physical training, including free standing exercises, wall-bar exercises, remedial work, and competitive and team games, was rigorously performed. Hygiene lectures were given daily. The art of swimming was taught, one class being reserved for beginners and one for those who desired to participate in practice for life-saving. Eighteen students obtained the certificate and bronze medal of the Royal Life Saving Society and one was successful in obtaining the silver medallion and order of merit awarded by the same society.

Folk-dancing.—An important part of the health programme was the folk-dancing. Here we could see exercise, co-ordinate muscular action, and recreative mental stimulus at its best. Nothing is more wholesome, lovely, and conducive to perfect physical well-being than folk-dancing, and the classes were well attended.

Primary Grade Course.—The Primary Grade Course consisted of Part A (theoretical) and Part B (hand-work). One hundred teachers assembled to study the educational methods of primary-grade work (Part A). The educational bases studied in the morning included the nature of the child to be educated, the nature of education, the nature and the laws of the learning process, and the function of the teacher in the process of education. The afternoon sessions were devoted to a study of methods, and in order to correlate theory and practice frequent visits to the Demonstration School were made, where the teachers were ever ready to modify their teaching programme to illustrate the theories under discussion.

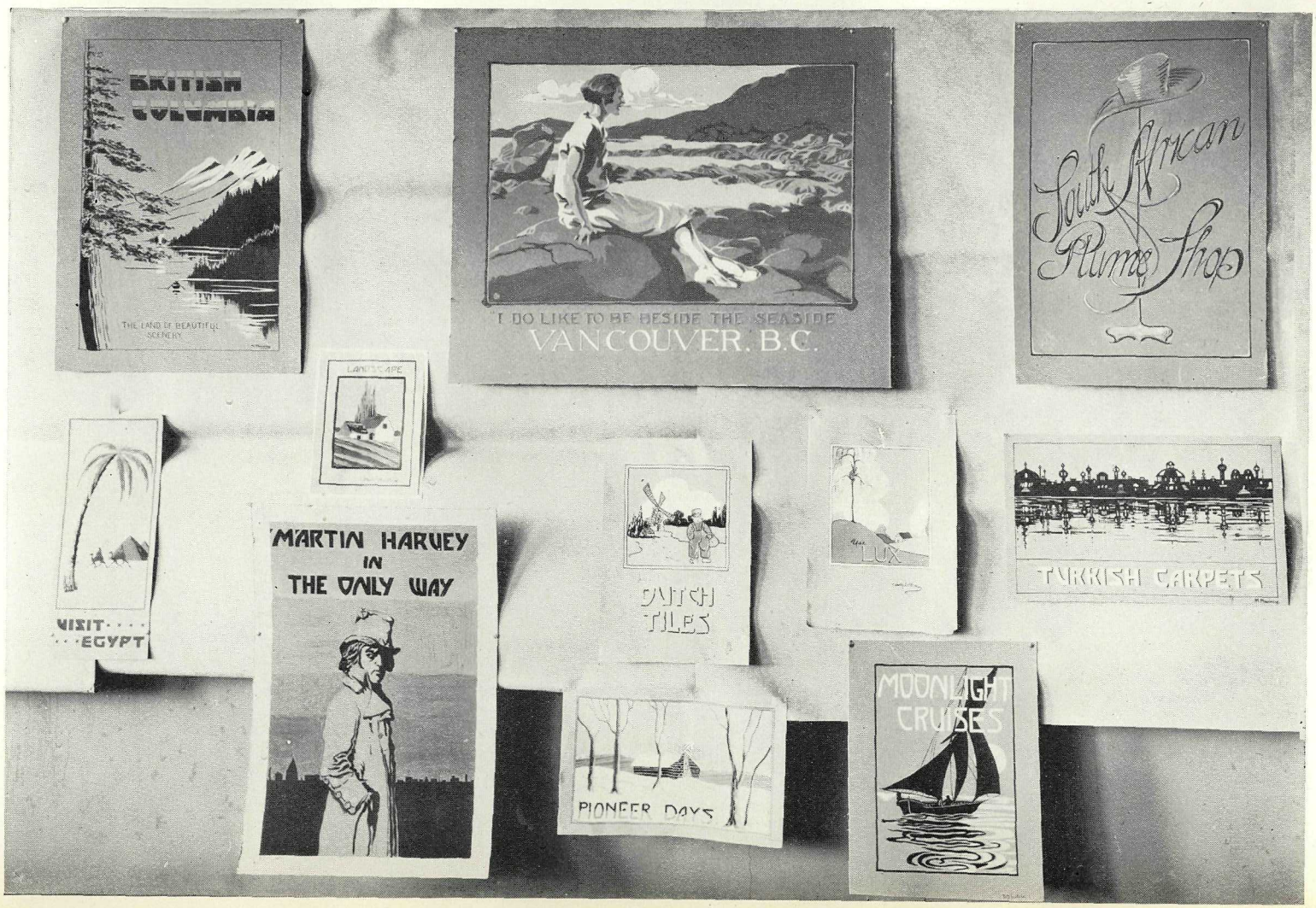
Part B consisted of hand-work suitable for the youngest school-children and also for those of intermediate-grade age. The mediums were those dear to little children—plasticene, paper, cardboard, wool, and the sand-table. A very definite aim was consistently held in view when dealing with the work of Grades III. to V., inclusive. Each student helped in class to plan a project, select the materials, and make the project from wood, cardboard, clay, etc. Modern thought of a psychological and educational nature was applied to this branch of educational effort. Industrial studies following the raw material to the finished product were an integral part of the course. Paper-making from wood-pulp was traced to the making and binding of a book. Clay-modelling was carried to its ultimate end in pottery-making and firing. Wool was woven on simple cardboard looms, small table-looms, and full-sized hand-looms; basket-making was developed from the raw material. Thus the raw resources of the Provinces were considered, studied, and handled, and a line of activity commenced which leads out of school and beyond into the real industrial world.

Vocal Music.—This class had for its aim not only the cultivation of a love of good music, the training of the voice, and the artistic interpretation of song, but the training of teachers in the art of sight-singing. Singing from the staff was taught by the application of the tonic sol-fa system along with the musical knowledge required for staff-work. Ear-training received considerable attention and instruction was also given in the dramatization of musical themes and in the performance of rhythmic games and plays. The whole elementary school course was covered and great attention was paid to teaching methods.

Choral Singing.—About half the time of each session was devoted to a technical study of the voice, including sources of voice, formation of vowels (based on the five broad Italian vowels), tone concepts, the mental processes, imagination, release of voice, resonances, breath-control, diction. The other half of the period was devoted to the study of twenty-five compositions from Bach, Beethoven, Brahms, Schubert, Handel, Purcell, Dvorak, and other great musicians. This provided the opportunity to deal with the subject of school choirs and conducting, and also how to study a song to discover all its meaning and beauty, imagination, atmosphere, mood, rhythm, tone colour, and many artistic aids to expression. A high standard of ensemble singing was attained by the students.

Community Singing.—One of the most interesting characteristics of music is the communal spirit which it engenders, and this was manifest every morning at 8.45, when the students gathered in the assembly-hall to enjoy a service of song. The attendance was uniformly good throughout and the singing thoroughly enjoyed by all.

Art Course.—The Preliminary Art Course comprised drawing of objects from nature, such as leaves, flowers, butterflies, and shells; the conventionalizing of these forms into simple design motifs and rendering them in pencil monotone, and colour. Special attention was given to blackboard drawing, the board being at times an unfamiliar medium to the average teacher. The



Work from Applied Art class, Teachers' Summer School, Victoria.

lessons in object and nature drawing were therefore recapitulated on a large scale on the blackboard.

The Second-year Course saw the work of the Preliminary Course carried further. Designs, for instance, were applied to the following: Block-printing, stencilling, wood-staining, pottery, etc. This applied design links up the drawing and design with the work in the manual training and home economics department of the school. Originality, individuality, and self-expression were encouraged continuously.

The Third-year Course was divided into two periods—an out-of-doors painting class meeting in the mornings and a class in drawing from life and commercial art meeting in the afternoons. The out-of-doors class began their initial studies in two colours—a warm colour and a cold one—in order to gain an appreciation of tone values and the treatment of warm and cold masses. Throughout the course insistence was placed on the significant form of cloud, tree, and earth, and the placing of these elements within the picture, so that good composition might result. Following this came painting in full colour, with emphasis on true tone values, and harmony of colour. Direct painting in broad simple masses and an avoidance of fussiness and excessive detail characterized the work.

The drawing from life was begun by making action studies with simple lines, after which both male and female models were engaged. Studies were made in pencil, pen and ink, and pastel, and the figure drawings were used in poster designing and in making original compositions for book illustrations. A project which was started by this class was a pictorial rendering of incidents from Canadian history in the form of a freize. We hope to continue this extensive work next year. Anatomy as applied to surface forms of the figure was studied, the actions and functions of bones and muscles being carefully explained.

A High School Arts Course was conducted and consisted in object drawing in pastel, pencil, and pen and ink. The objects were mainly those with which the student should be familiar in the physics and chemistry rooms. The nature drawing was also closely associated to the botany course, while design motifs were made from the same plants and applied to wood, textiles, posters, etc. Lettering as applied to such work was well taught and the whole course was arranged in the order which was deemed most helpful for actual school-work.

Applied Art.—Pottery: The aim of this class was to develop constructional and artistic skill and at the same time to encourage the building-up of a lucrative commercial enterprise, using local clays. The students were taught as far as possible to originate designs from Indian motifs. Pottery was built by hand and also "thrown" on the wheel. The products were then dried, fired, and glazed; each student had the opportunity to observe and assist at the kiln, where the pottery in its green stage was packed, fired, and taken out under experienced supervision.

Weaving and textile design: The session commenced with demonstrations on the table hand-looms, and the class was shown the different methods of lifting the threads, the simplest form of threading, the manner of drawing the same into the loom, and winding it on rollers. Thread interlacement and simple weave combinations were explained and executed on table-looms. After a good grounding on the table-loom the large foot-power loom was threaded up and the various tie-ups necessary were explained and demonstrated. Some good pattern-work was accomplished and the interest was sustained throughout.

Jewellery-making: This was a new subject in the Summer School and we look forward to an increase in numbers next year. Operations included piercing, soldering, setting stones, making rings, brooches, pendants, chains, etc.

Metal repoussé: This craft was also introduced and an opportunity provided to work in an art-metal worker's shop in order that original designs might be carried out under right conditions.

Art appreciation: Lectures were delivered regularly in the library and the following course was amply illustrated by lantern-slides and reproductions: The Florentine School of Painting and Art Craftmanship; the Venetian School of Painting; the artists of Flanders, Holland, France, Britain, America, and Canada; the art of pictorial composition; the art of etching; and historic ornament.

English Literature.—On the conviction that the course should be closely related to the actual problems of the class-room, selections were chosen from the school readers for the purposes of discussion. In the presentation of the work it was the instructor's plan, wherever possible, to

suggest other passages of literature similar in type to the particular selection under review. An attempt was made to relate the work of the different poets represented in the elementary school course of study to the main movements of literature, and a cursory review of English literature was also given. A delightful feature of the whole course was the attendance of the class in a body to the Demonstration School, where most inspiring lessons were taught by the principal.

Reading and Expressional Work.—Teachers use the voice for hours daily in their work; therefore a knowledge of the correct production of the speaking voice is of the first importance to them. A voice properly produced increases in strength and beauty and does not tire. A voice wrongly used injures the throat and invariably leads to serious trouble. Consequently daily exercises were given for breath-control, pure vowel-sounds, and resonance. Daily readings were also given by members of the class and the plays of Shakespeare were taken as the finest vehicle for developing expression.

Home Economics.—Preliminary Needlework: The purpose of this course was to teach plain sewing by hand and machine as suited to the public schools from Grade IV. to Grade VIII. An attempt was made to link up the work with the hand-work of the lower grades through free-cutting and pattern-making and to correlate it with drawing by giving design and decoration in colour.

Advanced Needlework: This course in dressmaking was primarily for teachers of home economics wishing to qualify for high school or technical school certificates. Some members of the class were teachers in night-schools where advanced work is demanded. The aim of this class was to combine the principles of art, commercial methods, knowledge of materials, and the principles of education in the making of clothing.

History.—History was taught at Summer School as an activity rather than as a mass of information to be learned. Amid scenes of the past reproduced in model, picture, and descriptive booklet, the children lived the story of historical times, and, living it, they learned it, and learned to love it too. The Old Fort Victoria was modelled as it was eighty years ago. Fort Vancouver on the Columbia as it was in 1836 was made to scale, and also a reproduction of a seigneurial estate in Old Quebec, 1670, showing the row of humble homes in front of the narrow strip-like farms that border the St. Lawrence. In addition to all this, the children of the Demonstration School dramatized in a most vivid manner the early days in Fort Victoria and in a most convincing way proved that history was something more than dates and facts—that it was the story of the past re-enacted in the present.

Geography.—An interesting course was given in the pedagogy of geography, including lectures on present teaching practice; discussion of methods of presentation to the various grades; study of community activities; elementary studies of physical, political, and commercial geography; uses of visual aids, such as pictures, lantern-slides, etc. The psychology of geography as applicable to children of different ages was carefully considered and the varying methods of appeal to the mind of the child as it progresses in development through the phases of memory, imagination, and reason. This was materially assisted by the observation of lessons given by teachers in every division of the Demonstration School.

Penmanship.—The classes in penmanship received instruction for one hour daily; part of this period was devoted to practice and part to discussions of teaching methods. Many of the students qualified for the MacLean Method Teachers' Writing Diploma and others will continue their lessons through correspondence. The lessons embodied helpful hints for supervisors of writing, teaching methods in rural schools, writing exhibits, type lessons in the various grades, with discussion and criticism, use of standard scales and measurements.

Manual Training.—These classes met in the Technical School, Vancouver, and consisted of elementary school manual-training teachers who desired to qualify for certificates to enable them to teach in high schools. The subjects of the course included the theory and practice of sheet-metal draughting, art-metal work, and a study of the latest works on psychology and education.

Library.—This year the need for a library was felt and a library of more than 2,000 books was collected, comprising the best teaching material on every subject on the school curriculum. A special shelf was featured dealing with the most modern phases of educational development, including books on psychology, the platoon school, the Dalton plan, intelligence tests, and new ideas in examinations. Another interesting feature was the bulletin-boards, which made it

Hand-work for Intermediate Grade, Teachers' Summer School, Victoria.

possible to display attractively pictures for art appreciation, literature, history, and geography, as well as delightful primary-grade pictures. The library met with an encouraging response from the student body.

Demonstration School.—In connection with the Summer School there was conducted a Demonstration School of five classes. The 169 children attending were selected at random from the city schools and nearly twice as many as could be accommodated applied for admission.

The main purpose of the school was to provide teacher students with an opportunity to observe some of the newer teaching methods put into actual school-room practice. Demonstration lessons were given by members of the faculty of the Summer School and by the teachers of the Demonstration classes.

A manual-training centre was operated in which projects correlating the class-room subjects in history and geography were worked out by the pupils in each division.

Singing, folk-dancing, and organized school games were taught daily and a rich educational programme was provided for the receiving class upwards by the principal and staff of the school. One cannot speak too highly of their enthusiasm and skill.

Concerts, Lectures, Sports, and Pastimes.—Each week during Summer School a lecture or concert was arranged to which students might bring their friends. A recital of outstanding merit was given to a crowded auditorium by the well-known pianist, Gertrude Huntley Green. The Rev. Allworth Eardley, of Ottawa, gave a night with Dickens, in which he featured "A Tale of Two Cities." Two lectures were given by Mr. Stewart Dick, lecturer from the National Gallery, London, England—namely, "Giants of the Renaissance" (Michel Angelo, Leonardo da Vinci, and Raphael) and "Two Masters of English Portraiture" (Reynolds and Romney). A unique recital was the one given by Frances Nickawa, the Cree elocutionist. Her soft voice and dramatic interpretation of Indian poems thrilled a capacity house.

Every Saturday saw parties arranged to visit places of interest. Mr. Robert Connell proved to be a perfect guide to those who loved nature. Waugh Creek was visited, where interesting forest and creek flora was seen among lofty hills. Albert Head was chosen for glacial river delta, kettle-holes, etc.; Lost Lake for its remarkable association of flora; and William Head for fine exposures of lava, basalt, dolerite, and sedimentary volcanic ash.

A visit was made to the Naval Station and dry-dock at Esquimalt. The Senior Naval Officer, Commander Percy Nelles, very kindly arranged with his officers to show the teachers around and a delightful time was spent. Visits were made to the Provincial Museum and Archives at the Parliament Buildings. Trips were taken to Butchart's Gardens, the Observatory, and the Meteorological Station. A number were kindly invited by Mr. and Mrs. E. G. Beaumont, of Discovery Island, to visit their estate. The party sailed on a beautiful day in a most commodious and well-equipped launch and returned in high spirits and full of thanks for the wonderful reception and entertainment.

Every Wednesday night, from 8 to 11, the students met in the gymnasium in a social capacity. Ozard's orchestra was in attendance and this week-night function proved to be a most enjoyable feature of the Summer School. The cafeteria organization was a distinct improvement on anything we have had heretofore. The students recognized this by their patronage at the lunch-hour.

Lessons in swimming and life-saving were given at the Y.M.C.A. tank and the Crystal Gardens was a favourite rendezvous of the more skilful and competent aquatic artists.

Closing exercises to a large audience consisted of an exhibition of work done during Summer School, following which a programme of excellent music was given by students of the two music classes, comprising folk-songs, together with those of a sacred, classic, and popular character. The trial scene from the Merchant of Venice was given as a reading by the students in expressional work and proved to be a happy feature. In the gymnasium a series of attractive folk-dances were shown, and the evening closed by a dance to which all were invited to participate.

The Demonstration School had its own enjoyable concert and picnic and for the former the assembly-hall was crowded. The programme was of a high order and, among other items, songs and dramatization of local history.

The Very Rev. Dean Quainton, with his usual thoughtfulness, invited the students of the Summer School to a special morning service at the Cathedral, where he delivered an inspiring and stimulating sermon appropriate to the occasion.

We were also much indebted to various student committees who worked assiduously for the success of the school, and to the Board of School Trustees and Municipal Inspector, who took an active interest in the work and who placed the school building with its commodious quarters at our disposal. To Mr. Awde, of the Crystal Gardens, who gave the students special concessions, and to the staff of school janitors, who were always ready and willing to assist in preparing for the student activities, we owe our sincere thanks.

I have, etc.,

JOHN KYLE,

Director, Provincial Summer School for Teachers.

FREE TEXT-BOOK BRANCH.

Education Department,
Victoria, B.C., October, 1926.

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, 1926:—

The total number of free text-books, etc., issued during 1925–26 to the public schools (elementary, superior, high, night, etc.), and in connection with the Correspondence Course for children in isolated districts where there are no schools in operation, was as follows: 11,746 Canadian Reader, Book I.; 11,161 Canadian Reader, Book II.; 11,537 Canadian Reader, Book III.; 12,292 Canadian Reader, Book IV.; 12,916 Canadian Reader, Book V.; 10,655 Narrative English Poems; 12,618 First Arithmetic; 9,986 Second Arithmetic; 9,396 Gammell's History of Canada; 8,972 Lang's Introductory Grammar; 6,417 How to be Healthy; 2,952 Latin Lessons for Beginners; 39,450 Spelling for the Grades; 3,946 Trees and Shrubs, Food, Medicinal, and Poisonous Plants of British Columbia; MacLean Method Writing Books—9,612 Compendium No. 1; 10,340 Compendium No. 2; 11,125 Compendium No. 3; 14,091 Compendium No. 4; 11,748 Senior Manual; 1,116 Commercial Manual; 1,034 Teachers' Manual; 1,794 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); 129 Essentials of Health; 6 Canadian Civics; 471 Syllabus of Physical Exercises; 43 World Relations and the Continents; 40,995 sheets Drawing Paper, 9 by 12 inches; 943,019 sheets Drawing Paper, 9 by 6 inches; 190 Union Jacks (3-yard Jack); 41 Flora of Southern B.C.; 31 Maps of Dominion of Canada; 30 Maps of the World; 31 Maps of British Columbia; 30 Maps of North America; 28 Maps of the British Isles; 22 Scrap of Paper; 22 Fathers of Confederation; 282 Teachers' Manual of Drawing and Design.

Four thousand and fifty-four requisitions were filled by this Branch during the past school-year for free text-books and supplies. In addition to these, 1,238 orders were filled for teachers and pupils from the outlying districts who wished to purchase text-books, other than the ones supplied free, which could not be obtained in their vicinity, and for private institutions desirous of purchasing books supplied free to the public schools. The sum of $5,456.31 was received from this source and paid into the Treasury for the credit of Vote 88, "Text-books, Maps, etc."

The supplies distributed free by the Free Text-book Branch during the school-year would have cost the parents and School Boards $120,671.42 at prevailing retail prices. To purchase and distribute these among the schools of the Province through the Free Text-book Branch required an expenditure of $79,912.85, made up as follows:—

Text-books (laid-down cost)	$67,463 63
Distribution (freight, boxes, etc.)	2,862 33
Salaries of staff	4,350 00
Temporary assistance	619 00
Office supplies	4,617 89
Total	$79,912 85

The saving on the year's transaction is, therefore, $40,758.57.

During the school-year 1925–26 two new books were issued by the Free Text-book Branch—"Spelling for the Grades" and "Trees and Shrubs, Food, Medicinal, and Poisonous Plants of British Columbia." The former book was issued to the pupils of Grades VI. to VIII., inclusive, in all city and municipal schools and also in the rural schools of four divisions or more. In the rural schools of one to three divisions it was issued to the pupils of Grades IV. to VIII., inclusive. The book on Trees and Shrubs, Food, Medicinal, and Poisonous Plants of British Columbia was issued to the various schools for the use of the teacher; one copy being allotted for the teacher of each division and also for the manual-training instructors.

The number of sales increased materially during the past school-year, thus showing that the people of the rural districts, where there are no local book-stores, realize the advantage of being able to purchase from the Department the books which are not supplied free.

NIGHT-SCHOOLS.

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

RETURNS FOR 1925–26.

The teachers' annual reports of free text-books for the school year 1925–26 are all on file, with one or two exceptions. From these returns it is evident that in some cases the Teachers' and Principals' Record Books are not being accurately kept. If these books are not properly kept, it is almost impossible for the teacher to submit an accurate annual report. The items received from the Free Text-book Branch should be entered under the "Stock Receipts" column as soon as the shipment is opened and checked at the school. Each book issued to the pupils should be entered under the heading of "Disbursements" at the time of issue. Judging by the number of books reported on hand in several of the reports, it would be well for the teachers and principals of these schools to make a more careful estimate as to the number of the various books they will require. If one school has a large surplus of books, another may be short by just the amount of that surplus.

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 1925–26.

Victoria, B.C., November, 1926.

Sir,—I have the honour to report as follows on the work of the Local Committee for the school-year 1925-26:—

Instruction of Teachers in Physical Training, 1925–26.

A total of 410 students have qualified for Grade B physical-training certificates since last report, as under:—

Normal School, Vancouver	246
Normal School, Victoria	164

This is a decrease of 116 as compared with the number issued in 1924–25. This decrease is due to the reduced number of students attending the Normal Schools during the past year.

About 6,239 teachers and prospective teachers of this Province have now qualified as physical-training instructors.

Physical Training, 1925–26.

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

High Schools.

P. C. Tees and E. L. Yeo, King Edward High School, Vancouver; Miss Vivian Jones, Division 3, High School, Summerland; J. C. Brady, Division 1, High School, Prince Rupert; F. J. Patterson, Division 1, High School, West Vancouver; Norman Murray, Division 1, High School, Nanaimo.

Graded Schools (Five Divisions or more).

Miss Elizabeth M. Crake, Division 11, Prince of Wales School, Point Grey; John M. Burnett, Division 1, Gilmore Avenue School, Burnaby; Miss Grace W. Killip, Division 4, Gordon School, South Vancouver; Sydney Taylor, Division 4, John Norquay School, South Vancouver; Ian F. Douglas, Division 4, Herbert Spencer School, New Westminster; G. P. Young, Division 2, General Gordon School, Vancouver; S. J. Bryant, Division 2, Cecil Rhodes School, Vancouver; D. H. Hartness, Division I., Booth Memorial School, Prince Rupert; Miss Eliza Milligan, Division 7, Central School, Prince George; T. Aldworth, Division 1, Consolidated School, Armstrong; Miss Lena Wolfenden, Division 2, Central School, Cranbrook; W. H. Muncy, Division 1, Quadra School, Victoria; Miss Annie S. McKinnon, Division 8, Sir James Douglas School, Victoria; Miss Eva Malott, Division 4, Central School, Salmon Arm; H. A. Eckhardt, Division 1, Central School, Mission; Miss Vivian J. Aspesy, Division 6, Central School, Cumberland; Miss Sadie J. Forrest, Division 5, Lonsdale School, North Vancouver; Miss Margaret G. Wilkie, Division 25, Trail-Tadanac School, Trail; Mrs. Alice Wollaston, Division 5, Monterey School, Oak Bay; Miss Annie Milligan, Division 2, Ocean Falls School.

Small Graded Schools (Two to Four Divisions).

Miss Inez Ratledge, Division 4, Superior School, Quesnel; Miss Kathleen Corry, Division 2, Superior School, Hedley; H. D. Stafford, Division 1, Peachland School; H. F. Reynolds, Division 1, Superior School, Procter; J. Dilworth, Division 1, Mara School; Miss Isabel Moncrieff, Division 2, Sandwick School, Miss Josephine MacDonald, Division 1, Midway School; Mrs. Nina Parberry, Division 1, Keating School, Saanich; Miss Christie L. Irwin, Division 1, Strawberry Hill School, Surrey; Mrs. J. M. Harding, Division 1, Grenfell School, Vancouver.

Ungraded Schools.

Miss Louise Girling, Grandview Heights School, Surrey; Miss Barbara B. MacBeth, Cortes Island School; Miss Jean C. McDiarmid, Inverholme School, Delta; Miss Kathleen Ward, Tchesinkut Lake School; Eric A. S. Tredwell, Hutton School; Miss Marguerite A. Griffith, Baynes Lake School; Miss Edith M. Hill, Galiano School; Miss Christine Marshall, Hilliers School; Miss Winnifred Robins, Mount Ida School, Salmon Arm; Miss Yolande E. Pemberton, St. Vincent Bay School; John Houston, Passmore School; Miss Lorna Creeden, Cobble Hill School.

Three prizes of $10 each awarded to each of the seventeen inspectorates; amount expended under this head, $480.

PHYSICAL TRAINING, 1926–27.

For competition among the various schools during 1926–27 the sum of $30 has been granted to each of the seventeen inspectorates. This sum is to be divided into three prizes of $10 each. For purposes of competition and inspection the schools are to be divided into three groups or classes, namely: Group A, of five divisions or more; Group B, of two to four divisions, inclusive; Group C, of schools containing only one room or division. In any inspectorate where this classification is found to be unsatisfactory the matter of dividing the schools into three groups or classes for the purpose of awarding three prizes of equal value is to be left to the discretion of the Inspector in charge.

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.

With a view to stimulating and increasing the interest of the students attending the Normal Schools at Vancouver and Victoria in the subject of physical training, the Local Committee decided at its last meeting to award at the close of the session in June, 1927, a gold medal to the student at each of the above institutions who has been found to hold the highest rank in instructional ability in this subject.

SCHOOL CADET CORPS, 1926–27.

The following report on the activities of the school cadet corps during 1925–26 was submitted to the Local Committee by Captain J. M. Cumming, Inspector, Cadet Services:—

"Number of cadets between the ages of 12 and 18 years trained during the year 1925–26	5,860
Number present at annual inspection	5,375
Number of active school cadet corps under Provincial Department of Education	53
Other cadet corps	14

"The above totals show a decrease of 415 cadets and five cadet corps during the past year. This decrease is attributable to the fact that authorization could not be combined for new organizations during the year to make good the customary wastage by disbandments.

"It is regretted that no provision could be made for holding cadet camps at the public expense. Three small local camps were held by individual cadet units, camp equipment being loaned by the Department of National Defence.

"As cadet funds were not available the usual cadet instructors' courses could not be held during the summer holidays. It is sincerely hoped that these courses may be resumed next summer.

"Keen interest has been taken in rifle shooting during the year by nearly all cadet corps. Excellent results have been obtained both on indoor and outdoor ranges. Several cadet units in the Province have either won or have ranked very high in various national competitions. Much encouragement has been given by the British Columbia Rifle Association towards the development of service rifle shooting among the senior cadets, many of whom distinguished themselves during July at the annual rifle meeting held at Heal's Range, Victoria, B.C.

"The general standard of cadet efficiency and physical training in the Provincial Normal Schools is highly satisfactory. While cadet numbers have been reduced, no lowering of efficiency has taken place."

Hereunder is a list of the various cadet corps in order of merit as at their last annual inspection, June, 1926:—

(Possible marks, 1,000.)

388,	North Ward School, Victoria	920
101,	King Edward High, Vancouver	890
101,	Technical High, E Co., Vancouver	840
388,	Boys' Central, Victoria	830
101,	Alexandra School, Vancouver	815
530,	Mission C.C., Mission	790
101,	Kitsilano High, Vancouver	780
938,	Gilmore Avenue, Burnaby	775
388,	Sir James Douglas, Victoria	770
112,	Victoria High, Victoria	765
101,	Britannia High, Vancouver	760
101,	General Gordon, Vancouver	755
432,	Prince Rupert, Prince Rupert	750
101,	Lord Tennyson, Vancouver	735
101,	Cecil Rhodes, Vancouver	730
530,	T. J. Trapp Technical, New Westminster	730
101,	Central School, Vancouver	720
101,	Technical High, D Co., Vancouver	710
530,	Herbert Spencer, New Westminster	710
388,	Oaklands School, Victoria	700
388,	South Park, Victoria	700
101,	Aberdeen School, Vancouver	700
101,	Model School, Vancouver	695
101,	Laura Secord, Vancouver	680
101,	Kitsilano School, Vancouver	680
388,	Victoria West, Victoria	680
101,	Charles Dickens, Vancouver	670
1235,	Nanaimo High, Nanaimo	650
388,	Quadra Street, Victoria	640
101,	Hastings School, Vancouver	640
101,	Beaconsfield, Vancouver	630
101,	King George High, Vancouver	620
1169,	Sexsmith School, South Vancouver	620
101,	Simon Fraser, Vancouver	620
101,	Fairview School, Vancouver	620
1126,	Armstrong and Spallumcheen, Armstrong	605
530,	Connaught High, New Westminster	600
101,	Grandview School, Vancouver	600
388,	George Jay, Victoria	590
1244,	Quennell School, Nanaimo	590
101,	Henry Hudson, Vancouver	590
388,	Burnside School, Victoria	580
388,	Margaret Jenkins, Victoria	580
530,	Lister Kelvin, New Westminster	510
530,	Central School, New Westminster	510
101,	Livingstone School, Vancouver	510
101,	Macdonald School, Vancouver	510
101,	Strathcona School, Vancouver	510
101,	Dawson School, A Co., Vancouver	510
101,	Dawson School, B Co., Vancouver	510
101,	Lord Roberts, C Co., Vancouver	510
101,	Lord Roberts, F Co., Vancouver	510
950,	Merritt C.C., Merritt	510

Twenty-six prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held November 9th, 1926, one-half 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 1925–26 amounted to $331, and was made according to the following schedule: 1st prize, $25; 2nd prize, $20; 3rd and 4th prizes, $18; 5th and 6th prizes, $16; 7th and 8th prizes, $14; 9th to 13th prizes, inclusive, $12; 14th to 26th prizes, inclusive, $10 each.

RIFLE SHOOTING.

From the grant for rifle shooting, 1925–26, prizes were provided for forty-five 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 1925–26 amounted to $168.75.

FINANCIAL STATEMENT FOR 1925–26.

The funds at the disposal of the Local Committee for 1925–26 amounted to $1,511.43 and the expenditure for the year $980.87, leaving a balance of $530.56. Of the latter sum, $510 has already been voted for physical-training prizes for 1926–27.

Receipts.

1925–26.	Balance on hand from 1924–25	$ 514 24
	Interest to November 30th, 1925	15 88
	Interest to May 31st, 1926	7 94
	Allowance to Secretary (added to fund)	10 00
	Grant for 1925–26	963 37
		$1,511 43

Disbursements.

1925–26.	Prizes for physical training	$ 480 00
	Prizes for cadet-training	331 00
	Prizes for rifle shooting	168 75
	Revenue stamps for cheques	1 12
		$ 980 87
	Balance on hand	$ 530 56

I, have, etc.,

J. L. WATSON,

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