FIFTY-SIXTH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1926-27

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

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1927.

To His Honour ROBERT RANDOLPH BRUCE, LL.D.,

Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

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

J. D. MACLEAN,

Minister of Education.

December, 1927.

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.
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W. H. M. May, Victoria.
A. E. Miller, Revelstoke.
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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 and Supervisor of Normal Schools:

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.
Miss Isabel Coursier.

Model School:

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

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Vancouver, 94 marks; Harry Newman, St. Paul's School, 94 marks; Florence Thomas, Queen Mary School, North Vancouver, 94 marks; Annie M. Laukkanen, Richmond East School, 93 marks.

Inspectorate No. 5: Torrance F. Shook, Mission School, 102 marks; Elsie L. McRae, Agassiz School, 101 marks; Tony W. Fritz, Rosedale School, Chilliwack, 100 marks; Edith Higginson, Sardis School, Chilliwack, 100 marks; Irene Savitsky, Mount Lehman School, 100 marks; Mabel Brearley, Dewdney School, 97 marks; Lyle Wicks, Alexander Robinson School, Maple Ridge, 97 marks; Annie Zuback, Hammond School, 97 marks; Eric Dunning, Delta Central School, 96 marks.

Inspectorate No. 6: William Dayton, Kerrisdale School, Point Grey, 105 marks; Harry V. Astley, Edith Cavell School, Point Grey, 103 marks; Helen M. Reid, Queen Mary School, Point Grey, 103 marks; Robert Dunn, Queen Mary School, Point Grey, 102 marks; Cyril Healey, Edith Cavell School, Point Grey, 102 marks; Helen Shannon, Prince of Wales School, Point Grey, 102 marks; Nancy Carter, Prince of Wales School, Point Grey, 101 marks; Frances A. Munton, Kerrisdale School, Point Grey, 100 marks; Grace Thrower, Lord Kitchener School, Point Grey, 100 marks.

Inspectorate No. 7: Marjorie B. Craig, Selkirk School, South Vancouver, 105 marks; Ross Helem, Brock School, South Vancouver, 105 marks; Jack Dowdle, Moberly School, South Vancouver, 104 marks; Jack Griffiths, Van Horne School, South Vancouver, 103 marks; Josie Lougheed, General Wolfe School, South Vancouver, 103 marks; Peggy Lind, Tecumseh School, South Vancouver, 102 marks; John Lindsay Thacker, Hope School, 102 marks; Adeline Cantone, Norquay School, South Vancouver, 101 marks; William Lang, Brock School, South Vancouver, 101 marks.

Inspectorate No. 8: Linton D. Harris, Springbrook School, 105 marks; Phyllis L. Dodge, Milner School, 104 marks; Robert Larmon, Milner School, 103 marks; Harrison Moxham, Edmonds Street School, Burnaby, 103 marks; Eric Richard Parker, Nelson Avenue School, Burnaby, 103 marks; Frederick Greer, Otter School, 101 marks; Jack Potkins, Nelson Avenue School, Burnaby, 101 marks; Earl Enger, Cloverdale School, 100 marks; William Tomkinson, Edmonds Street School, Burnaby, 99 marks.

Inspectorate No. 9: John Alan Smith, Darlington School, 103 marks; Jack Richmond, Stuart Wood School, Kamloops, 101 marks; Arthur Harold Tyrrel, Zetland School, Kamloops, 101 marks; Billie Hogg, Stuart Wood School, Kamloops, 97 marks; Douglas Taylor, Stuart Wood School, Kamloops, 97 marks; Mary Matthews, Stuart Wood School, Kamloops, 94 marks; Edward MacKenzie, Stuart Wood School, Kamloops, 94 marks; Lewis Crossley, Stuart Wood School, Kamloops, 93 marks; Margaret Drage, Lloyd George School, Kamloops, 93 marks.

Inspectorate No. 10: Clarence O. Fulton, Vernon Central School, 105 marks; Fred Crooker, Keremeos School, 102 marks; Frank P. Browne, Westbank Townsite School, 101 marks; George H. Mossop, Summerland School, 101 marks; Frances Simms, Vernon Central School, 98 marks; Betty Brown, Penticton School, 96 marks; Callum Thompson, Penticton School, 96 marks; Philip C. Basham, Westbank Townsite School, 94 marks; John Gibson, Penticton School, 94 marks.

Inspectorate No. 11: Bertram Woodland, Revelstoke School, 102 marks; Jean Margaret McMullan, Salmon Arm School, 98 marks; George Albert B. Meakins, Glenbank School, 90 marks; John Lawrence Monk, Grindrod School, 86 marks; Brenda Wellman, Golden School, 85 marks; Cecilia Elizabeth Rooney, McMurdo School, 84 marks; Ruth Lindsay, Revelstoke School, 83 marks; Jean Alton, Galena School, 77 marks; Alice E. Jones, Revelstoke School, 77 marks.

Inspectorate No. 12: George Kent, Maclean School, Rossland, 104 marks; Ian Ritchie, Nelson Central School, 103 marks; Frank Matovich, Trail School, 99 marks; Lorne Stewart, Nelson Central School, 98 marks; Gerald Boisjoli, Maclean School, Rossland, 97 marks; Pauline Hrooshkin, Trail School, 95 marks; Ronald Conway, Nelson Central School, 94 marks; Mildred I. Patterson, Grand Forks School, 94 marks; John Liebscher, Silverton School, 93 marks.

Inspectorate No. 13: Jack Bird, Camp Lister School, 104 marks; Olive L. Norgrove, Cranbrook School, 104 marks; Kathleen Sheppard, Wardner School, 103 marks; Frank Crawford, Creston School, 102 marks; Jessie A. South, Cranbrook School, 100 marks; Aileen Spratt,

ELEMENTARY-SCHOOL PUPILS.

(Marks possible, 130.)

Winners of the Gold Medals.—William Hodson, Ocean Falls School, 121 marks; Dorothy Lane, David Lloyd George School, Point Grey, 110 marks.

Winners of the Silver Medals.—Edgar Maxwell, Prince of Wales School, Point Grey, 117 marks; Reggie Kelly, Nanaimo School, 113 marks; Archie J. Thompson, Booth Memorial School, Prince Rupert, 113 marks; James J. Gibb, Vernon Park School, 112 marks; John Gibson, Tecumseh School, South Vancouver, 112 marks; Howard Harding, Nanaimo School, 111 marks; Donald J. Cameron, Quesnel School, 111 marks; Ernest Doe, Salmon Arm School, 111 marks; John Williams, Ocean Falls School, 111 marks; John Blinco, Creston School, 109 marks; John Scoular, Happy Valley School, 109 marks; Lillian T. Cupit, Grand View School, Vancouver, 108 marks; Matteo Diorio, North Ward School, Victoria, 108 marks; Archie Greenwell, South Wellington School, 108 marks; Gladys L. Griffin, Vernon Central School, 108 marks; Bob Hewetson, Prince of Wales School, Point Grey, 108 marks; Douglas James, Lord Kitchener School, Point Grey, 108 marks; Alex. J. Marling, Tillicum School, Saanich, 108 marks; Christine Brew, Ingram Mountain School, 107 marks; Raymond Bromwell, Laura Secord School, Vancouver, 107 marks; John C. Christy, Kerrisdale School, Point Grey, 107 marks; Donald Duncan, Jubilee School, Matsqui, 107 marks; Philip J. Forster, Lynn Valley School, North Vancouver Municipality, 107 marks; George Hill, Whonnock School, 107 marks; Gilbert Hooley, Henry Hudson School, Vancouver, 107 marks; Margaret Leask, Ocean Falls School, 107 marks; Edwin Nodder, Brock School, South Vancouver, 107 marks; Violet Thompson, Grand View School, Vancouver, 107 marks; Eileen Mahoney, Kelowna School, 106 marks; Dorothy Wilson, St. Ann's Convent, Victoria, 106 marks.

Winners of the Bronze Medals.—Vancouver Centre: Nancy Osbaldston, St. Patrick's School. 105 marks; Frances Powell, General Gordon School, 104 marks; Jack Hutchings, Florence Nightingale School, 104 marks; Eunice Freedman, Hastings School, 102 marks; Marjorie Coombes, Laura Secord School, 101 marks; Bob Findlay, General Gordon School, 101 marks; Elizabeth Lalonde, St. Patrick's School, 100 marks; Rosa Lasser, Lord Tennyson School, 100 marks; Mary M. McQuarrie, St. Patrick's School, 99 marks.

Victoria Centre: Sydney Weston, South Park School, 103 marks; Harold Henry Herd, Margaret Jenkins School, 102 marks; Muriel Davenport, South Park School, 101 marks; Franklin M. J. Copley, North Ward School, 100 marks.

New Westminster Centre: Winifred M. Hambrook, Lister-Kelvin School, 100 marks; Charles E. Doherty, Central School, 96 marks.

Inspectorate No. 1: Robert C. Derrinberg, Saanichton School, Saanich, 104 marks; Vincent Butler, Keating School, Saanich, 103 marks; Reg. D. Bristowe, Craigflower School, Saanich, 101 marks; Douglas McKinnell, Craigflower School, Saanich, 98 marks; John E. Merritt, Cedar Hill School, Saanich, 97 marks; Mona F. McAdoo, Tolmie School, Saanich, 96 marks; Jack Neligan, Cloverdale School, Saanich, 96 marks; Geoffrey C. Page, Tolmie School, Saanich, 94 marks; John A. Bulinckx, Mackenzie Avenue School, Saanich, 93 marks.

Inspectorate No. 2: Florence Lemon, Duncan School, 104 marks; David D. Campbell, Esquimalt School, 103 marks; Clara E. Hayden, Ladysmith School, 103 marks; Phyllis Ryley, Esquimalt School, 101 marks; Gwladys Downes, Monterey Avenue School, Oak Bay, 100 marks; Alfred Greenway, Cedar East School, 100 marks; James A. Spragge, Monterey Avenue School, Oak Bay, 99 marks; John C. Gornall, The Willows School, Oak Bay, 98 marks; Dora Spurling, Chemainus School, 97 marks.

Inspectorate No. 3: Charles Barry, Mountain School, 105 marks; Laura Johnstone, Harewood School, 104 marks; Daniel Bullich, South Wellington School, 103 marks; Jack Egdell, Nanaimo School, 103 marks; Robert C. W. Roberts, Errington School, 103 marks; Sydney Robinson, Nanaimo School, 103 marks; Albert Bain, Nanaimo School, 102 marks; Audrey McRae, Nanaimo School, 102 marks; Cora Greig, Hilliers School, 101 marks.

Inspectorate No. 4: Lewis Upton, Bridgeport School, 103 marks; Lewis Faulkner, Bridgeport School, 102 marks; Joseph G. Machesney, Blue Mountain School, Coquitlam, 102 marks; Charlie Ovans, Lynn Valley School, North Vancouver, 99 marks; Ernest W. H. Brown, Queen Mary School, North Vancouver, 96 marks; Charles J. Milsted, Lynn Valley School, North

Muirhead, of Vancouver. The second prize of $40 was divided between Gerald Prevost, of Duncan, and Homer Taylor, of Hamilton, Ontario.

The following received honourable mention and book prizes: Roy Maconachie, Oak Bay High School; Kathleen Hambly, Aldergrove; and Eleanor J. McNell, Yarmouth, N.S.

DIAMOND JUBILEE OF CONFEDERATION.

The Diamond Jubilee of Confederation was fittingly celebrated in the elementary and high schools of the Province. The late Premier Oliver, just a few months prior to his death, sent out an official letter calling upon all the municipalities and the people of British Columbia generally to take such steps as would ensure a celebration commensurate with the great significance of the occasion, and this was followed by a letter from the Hon. J. D. MacLean to the school principals of the Province, in which he bespoke their hearty support in making the Jubilee celebration one long to be remembered by the boys and girls of British Columbia. Recommendations for suitable programmes with the words and music of selected patriotic school songs were supplied to all the teachers of the Province.

A special booklet bearing a special confederation message from the Hon. the Minister of Education, and giving in concise and attractive form the story of the Canadian Confederation and including much interesting information relative to British Columbia's entry into confederation, was sent to the teachers of the Province. This booklet will continue to be of value in the schools on account of the large amount of valuable historical data which it contains.

The National Celebration Committee at Ottawa furnished large supplies of confederation literature, most important of which was a teachers' handbook entitled "Sixty Years of Progress in Canada." This will also continue to be a valuable source of geographical and historical data for schools for years to come. The National Committee, on behalf of the Dominion Government, also furnished a large supply of bronze souvenir medals commemorative of the Diamond Jubilee of the Canadian Confederation. The extremely heavy task of ascertaining the number of medals required for each school in the Province and the dispatching of the same was most efficiently carried out by the Provincial Librarian. Many special addresses on confederation topics were given in the schools by prominent men and women in the towns and cities throughout the Province, and these usually formed a part of the special school programmes arranged during the month of June. School celebrations, large and small, held separately or in conjunction with civic celebrations, some of which extended over as many as four days, were carried out from the centre to the most remote parts of the Province, and it is safe to say that the remembrance of this great national celebration will long remain with every one of the hundred thousand boys and girls now attending our British Columbia schools.

DIAMOND JUBILEE CANADIAN HISTORY COMPETITION.

The National Committee for the Celebration of the Diamond Jubilee of Confederation offered three medals for competition in Canadian history among the pupils attending the high schools, and one hundred and eighty-two medals among the pupils of the elementary schools.

In the high-school competition one gold medal was open to the student who obtained the highest mark in the Province, a silver medal to the student who obtained the second highest mark, and a bronze medal to the student who obtained the third highest mark.

In the elementary-school competition one gold medal was offered to the leading boy in the Province, one gold medal to the leading girl, thirty silver medals to the thirty pupils who made the next best showing, nine bronze medals to the nine pupils leading in Vancouver, four bronze medals to the four pupils leading in Victoria, two bronze medals to the two pupils leading in New Westminster, and nine bronze medals to the nine leading pupils in each of the fifteen inspectorates.

The names of the winners follow:—

High-school Students.

James A. Gibson, Victoria High School, winner of the gold medal, 96 marks; Cecil Hacker, Prince Rupert High School, winner of the silver medal, 94 marks; Donald Matheson, King Edward High School, Vancouver, winner of the bronze medal, 87 marks.

agriculture is given by specialists in science and agriculture holding degrees from Canadian universities, and special attention is given to practical problems belonging to the special branches of the agricultural industry as found in British Columbia.

In elementary schools agricultural instruction is a development growing out of the courses in nature-study. Its practical application may take the form of school or home projects in gardening, and this phase of the work has been strengthened by the timely co-operation of Women's Institutes, Community and Parent-Teacher Associations. School fairs, which receive aid from the Department, are frequently conducted in conjunction with this school agricultural project work, and many of the agricultural and horticultural societies of the Province have displayed commendable enterprise in stimulating interest in this as well as in other lines of school-work. The school-ground improvement work which the Department has consistently encouraged for years has made satisfactory advancement and is deserving of continued support.

SCHOOL FOR THE DEAF AND THE BLIND.

There were eighty-three children in attendance last year, of whom sixty-four were deaf, seventeen blind, and two both deaf and blind. A change of some importance was made in the method of instruction. It was found that some deaf children were not acquiring intelligent speech and were not displaying an aptitude for lip-reading. As their presence in the classes retarded the progress of the others, they were formed into a special group and were taught by the Principal chiefly by means of written language.

At the close of the year one deaf girl and three blind boys completed the elementary school course and won Entrance certificates. Moreover, two blind pupils—one boy and one girl—succeeded in passing the Junior Matriculation Examinations. Another blind boy received the High Distinction Certificate in Music given by the Associated Boards. It is well to note also the practical nature of instruction given in the school. The blind children were taught basketry. All girls received training in housekeeping, plain sewing, and fancy-work, and the older girls in dressmaking and millinery. The deaf boys were taught manual training. There was also a class in typewriting. The Principal reports that almost all graduates of the school are to-day in earning positions.

RECOGNITION OF BRITISH COLUMBIA MATRICULATION CERTIFICATES BY THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

It is most gratifying to learn that the two great universities of the Old Country now give recognition to work done in the high schools of this Province.

In 1924 the Council of the Senate of Cambridge University accepted the Junior or the Senior Matriculation certificate of British Columbia as entitling the holders to exemption from:—

(*a.*) Part I. of the Previous Examination if the certificate includes two languages other than English, one of which is Latin or Greek, provided that the two languages have been taken on one and the same occasion:

(*b.*) Part II. of the Previous Examination if the certificate includes either mathematics or physics or chemistry:

(*c.*) Part III. of the Previous Examination if the certificate includes English.

In November, 1927, the Congregation of the University of Oxford, after examination of our Junior and Senior Matriculation requirements and after obtaining full information regarding the standard of the examinations and the method of conducting them, decided to accept the Junior Matriculation or the Senior Matriculation certificate in lieu of Responsions (i.e., Entrance), provided that the holder of the certificate had taken two foreign languages and, in the case of the Junior Matriculation certificate, had made at least 60 per cent. in each of the two foreign languages.

CONFEDERATION PRIZE ESSAY COMPETITION.

This competition, which was arranged by the Imperial Order of the Daughters of the Empire, was open to Canadian boys and girls attending secondary schools. The subject of the essay was "Confederation; its Social and Ethical Value to Canada."

Essays from all over the Dominion were received and judged by the National Educational Committee, Toronto. This committee selected the best essays, which were sent to Lady Byng for final judging and selection of prize-winners. The first prize, $100, was won by Margaret

SUMMER SCHOOLS.

The interest which is being maintained by the teaching profession in the Summer Schools is most gratifying. This year 364 teachers were enrolled in the Victoria Summer School, where a programme of great variety was offered. The Inspectors report that evidence of the value of the Summer Schools is clearly shown in improved service rendered by the teachers on their return to their schools. Many teachers also attended the Summer School of the University of British Columbia, where an enrolment of over 500, composed chiefly of teachers, exceeded all previous records. Moreover, many teachers, several Normal School Instructors, and Inspectors took advanced courses in educational subjects at Queen's and Toronto Universities, and also at the Universities of Washington, California, Stanford, Chicago, and Columbia. In all, it may safely be stated that over 25 per cent. of the whole teaching force of the Province were taking courses this summer for the improvement of their academic standing and professional training. It is not difficult to see what great impetus will be given to the work in the schools from the contact of the teachers with one another and with the inspiring lecturers found in the Universities and Summer Schools.

HOME ECONOMICS.

This branch of study was provided in the elementary and high schools of twelve cities, three district municipalities, and one rural district. In the City of Victoria it finds a place in the elementary schools only. New centres were opened at Courtenay, Cumberland, and Ioco. There are fifty-seven centres altogether in the Province, with an enrolment of 2,131 high-school students and 9,298 elementary-school pupils. A book of recipes for Home Economics classes was prepared by the Provincial Director, was printed by the King's Printer, and made available to the children at a cost of 25 cents. In the past much time was lost in the class-room due to the copying of notes and recipes from the blackboard. The possession of this book of recipes will save the girls valuable time. More and more emphasis is being given to classes in nutrition. The enthusiasm and the hard work of the Provincial Director are giving a great stimulus to the teaching of the subject of home economics. The course of study for both elementary- and high-school work in the subject was redrafted during the year with the assistance of specialists.

Home economics is being received with growing favour on the part of the general public and School Boards are selecting teachers with higher qualifications. Of seventeen new instructors appointed this term, fourteen were University graduates having the degree of B.Sc.

MANUAL TRAINING AND TECHNICAL EDUCATION.

All cities of the first class and nearly all cities of the second class have manual-training centres. There are technical schools at Vancouver, New Westminster, Victoria, and Point Grey. Commercial studies are carried on in eleven centres. For two years a School of Decorative and Applied Arts has been conducted in the City of Vancouver under the direction of Charles H. Scott, formerly supervisor of drawing in that city, and has proved a great success. During the past year seventy-six full-time students and twenty-one part-time students attended the day classes and 432 the evening classes. Instruction is given in architecture and the kindred studies of interior decoration and furniture design, metalwork in its various branches, clay products and cement, typography and lithography, dressmaking, costume-designing and millinery. Additions were made to the staff during the year—Mr. F. Horsman Varley, A.R.C.A., being appointed instructor in drawing and painting and Mr. J. W. E. Macdonald in design. The school should prove of great value to the crafts and industries of Greater Vancouver.

Attention is drawn to the high standard of work being provided in our commercial high schools. In competitions in typewriting open to students of all commercial schools or colleges in the Province, the first, second, fourth, and fifth places in the Novice class went to students attending the High School of Commerce, Vancouver. In the Senior class three out of five places were won by students of our commercial high schools.

AGRICULTURAL EDUCATION.

Agricultural courses were conducted during the year in eight high schools, with a total enrolment of 602 students, the largest number recorded since the work began. The courses extend over two years and are comparable with other high school science courses in that full credit is given for them towards Normal Entrance and Junior Matriculation. Instruction in

number of hours spent in observation of teaching. Towards the end of the year attention was given to the teaching of a series of related lessons and to the routine of school management. Thirty-eight schools in the City of Victoria and in the rural municipalities and rural districts near the city were used by the teachers-in-training.

In September of this year the staff was strengthened by the appointment of Miss Isabel Coursier, of Revelstoke, a graduate of Revelstoke High School, who took part of the University course at Point Grey and then entered McGill University, where she graduated in the School of Physical Education. She will have charge of hygiene, folk-dancing, and organized games.

In the Vancouver Normal School 198 prospective teachers were enrolled. Of these, 170 gained standing at the end of the year.

During the year the school had the help of two additional instructors—Wm. G. Black, M.A., who lectured in educational psychology, history of education, and educational tests and measurements, and Miss Vivian Jones, B.A., who was assigned the work of hygiene, folk-dancing, and organized games.

In this school, too, there was a large increase in the amount of practice-teaching—eight full weeks, being double the period of any previous year. Twelve city schools and the small schools in eleven rural municipalities were used by the teachers-in-training.

Training Class, University of British Columbia.—In the training class at the University for University graduates sixty-five students qualified for the Academic Certificate—the highest certificate issued by this Department. Four of them passed with first-class honours and forty-two with second-class honours. The course of training extends throughout the whole of the University year. These University graduates are qualified to teach in the high schools as well as in the elementary schools of the Province.

CONSOLIDATED SCHOOLS.

Perhaps the most important event in connection with the schools of Vancouver Island was the establishment of two consolidated schools—one at Sandwick called the Tsolum Consolidated School and the other at Comox.

The Tsolum Consolidated School serves the needs of the children of five rural districts and, in addition to the work of the elementary school, instruction is provided in Grades IX. and X. of the High School Course.

At Comox there was opened in September a consolidated school for the three rural districts of Comox, Lazo, and Nob Hill In this school also some high-school work is carried on.

Both schools were formally opened by the Hon. Dr. MacLean, Minister of Education. The ratepayers of these areas are to be congratulated on the educational vision they have displayed in deciding to unite their districts into large units of administration, so as to provide superior facilities for their children's education.

TEXT-BOOKS.

The only important addition to the text-books prescribed for use in the high schools is Professor McArthur's High School History of Canada. It will be used by all students in Grades IX. and X. For many years there had been a feeling that more attention should be paid in the high schools to the history of our own Dominion, but no suitable text-book for school use could be found.

The new book ends with a chapter on Canadian literature and art and a bibliography of reference-books for the teacher's use and for the school library. It may be mentioned also that Dickie's fine set of Canadian History Readers has been added to the list of supplementary readers for use in Grades I. to VIII.

The past year has seen a wonderful interest developed in the study of Canadian history and geography. The efforts of the Vancouver *Daily Sun*, which conducted a very successful competition in these subjects, are worthy of every commendation, and the celebration of Canada's Diamond Jubilee played a large part in arousing the children's interest in the study of Canada's progress. With the adoption of the books herein referred to the Department feels that the history of our country will in future receive the attention that its importance demands.

The following statement shows steady growth in the enrolment at the public schools during each of the last ten years. The increase in the percentage of pupils attending the high schools is most marked.

Year.	Enrolment at High Schools.	Enrolment at Elementary Schools.	Total Enrolment.	Percentage at High Schools of the Total Enrolment.
1917–18	5,150	62,366	67,516	7.62
1918–19	5,806	66,200	72,006	8.06
1919–20	6,636	72,607	79,243	8.37
1920–21	7,259	78,691	85,950	8.44
1921–22	8,634	83,285	91,919	9.39
1922–23	9,220	85,668	94,888	9.71
1923–24	9,889	86,315	96,204	10.27
1924–25	10,597	87,357	97,954	10.81
1925–26	11,779	89,909	101,688	11.58
1926–27	12,906	92,102	105,008	12.29

It is evident from a study of the foregoing table that there is a constantly growing appreciation of the value of secondary education. In ten years the attendance at the elementary schools increased 48 per cent., while at the high schools the increase in attendance reached 150 per cent.

JUNIOR HIGH SCHOOLS.

During the year a programme of studies was prepared for junior high schools, four of which schools are now in operation in the Province. The distinction of being the first district to establish a junior high school goes to the Municipality of Penticton, where junior high-school work began with a tentative programme in September, 1926, under the direction of Principal A. S. Matheson. In September, 1927, two large junior high schools were opened in Vancouver—Kitsilano under H. B. King, M.A., and Templeton under H. B. Fitch, M.A. Some junior high-school work was undertaken last year in Point Grey under Principal Allan Bowles and the work is being extended this year.

The committee which acted with the Superintendent of Education in framing the curriculum comprised the principals of the junior high schools; the High School Inspectors; Mr. W. K. Beech, Principal of the High School of Commerce, Vancouver; and Mr. Virgil MacLeod, Principal of the North Vancouver High School. Helpful advice and suggestions were received from many other educationists who had made a study of junior high-school problems. The completion of the programme of studies which has been authorized for use in the junior high schools of the Province and the opening of several junior high schools this year mark an important change in the educational system of the Province—a change fraught with great possibilities for the future.

It is well, however, that Boards of School Trustees should not rush hurriedly into the establishment of junior high schools. They should make sure that they already have in their service or can secure principals and teachers who understand the junior high-school ideal and are sympathetic with the aims and purposes of the school, and are also conversant with the organization and administration of successful junior high schools in other places.

TEACHER-TRAINING INSTITUTIONS.

The enrolment in the teacher-training schools this year showed a considerable decrease from that of the preceding year.

In Victoria Normal School 137 men and women were enrolled, the number being thirty-nine less than the previous year. One hundred and twenty-four obtained certificates at the close of the term. The standard of academic attainment has advanced, 45 per cent. of the class having at least one year beyond Normal Entrance. The young men constitute 20 per cent. of the total enrolment. An additional room for the teaching of science was equipped. An important feature of the past year was the increase in the number of lessons taught and the

NEW SCHOOLS.

A new high school was opened at Brechin, near Nanaimo, and superior schools at Ashcroft, Hope, New Michel, North Cedar, and Qualicum Beach. Ninety-eight additional class-rooms were opened in graded schools throughout the Province. Besides, schools were opened for the first time in the following pioneer districts:—

Schools.	Electoral District.
Great Central and Holberg	Alberni.
Kincolith	Atlin.
Chezacut, West Quesnel, and Ten Mile Lake	Cariboo.
Meadowbrook	Cranbrook.
West Creston	Creston.
Solarium	Esquimalt.
Fraser Flats and Salmon River	Fort George.
Willowford	Lillooet.
Lily Lake and Marten Lake	Omineca.
Testalinda Creek	Similkameen.

The following statement shows what percentage of the pupils were enrolled in the different types of schools:—

Schools.	No. of Pupils enrolled.	Percentage of Total Enrolment of the Public Schools of the Province.
		Per Cent.
High schools (cities)	8,705	8.29
Elementary schools (cities)	41,748	39.76
High schools (rural municipalities)	3,723	3.55
Elementary schools (rural municipalities)	30,279	28.83
High schools (rural districts)	478	0.45
Elementary schools (rural districts)	19,128	18.22
Junior high schools	441	0.42
Superior schools	506	0.48
Totals	105,008	100.00

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

Nationality.	Boys.	Girls.	Total.
Chinese	773	528	1,301
Doukhobors	451	299	750
French	90	113	203
Germans	261	211	472
Hindus	26	1	27
Italians	815	739	1,554
Japanese	1,560	1,355	2,915
Russians	266	253	519
Scandinavians	871	841	1,712
Children of other foreign parents	1,594	1,590	3,184
Totals	6,707	5,930	12,637

The number of teachers employed in the different classes of schools and the average number of pupils per teacher were:—

Schools.	No. of Grade Teachers.	No. of Special Instructors.	Average Enrolment per Grade Teacher.	Average Daily Attendance per Grade Teacher.
High schools (cities)	260	41	33	28.58
High schools (rural municipalities)	123	4	30	25.90
High schools (rural districts)	24	....	20	16.89
Junior high schools	12	5	37	30.54
Superior schools	25	....	20	17.19
Elementary schools (cities)	1,110	93	38	32.41
Elementary schools (rural municipalities)	863	52	35	28.18
Elementary schools (rural districts)	919	....	21	17.27
All schools	3,336	195	31	26.39

TEACHERS' CERTIFICATES.

The following table shows the number of teachers of each sex employed during 1926–27 and 1925–26, and also the number of certificates of each class held by the teachers:—

Schools.	Acad.	First.	Second.	Third.	Temp.	Special.	Male.	Female.	Total.
High schools (cities)	252	*1	.....	.....	7	41	176	125	301
High schools (rural munic.)	118	.....	.....	.....	5	4	77	50	127
High schools (rural districts)	24	.....	.....	.....	....	.....	11	13	24
Superior schools	7	18	.....	.....	....	.....	21	4	25
Junior high schools	3	5	4	.....	....	5	7	10	17
Elementary schools (cities)	116	419	523	49	3	93	252	951	1,203
Elementary schools (rural munic.)	30	271	510	49	3	52	188	727	915
Regularly organized rural schools	13	92	160	12	....	.....	60	217	277
Assisted schools	16	152	347	18	1	.....	90	444	534
E. & N. Railway Belt	1	36	66	5	....	.....	17	91	108
Totals, 1926–27	580	994	1,610	133	19	195	899	2,632	3,531
Totals, 1925–26	548	887	1,603	158	29	171	866	2,530	3,396

* Held by a teacher in charge of a Preparatory class in the Technical High School, New Westminster.

The comparative cost of education per pupil in the different classes of school districts and also the contribution made by the Government and the districts are shown hereunder:—

Schools.	Cost per Pupil for Year.	Contribution by Government.	Contribution by Districts.	Cost per Pupil for each Teaching-day.
In all high schools	$124.07	$22.53	$101.54	$0.65
In high schools (cities)	117.13	19.67	97.46	.61
In high schools (rural municipalities)	132.64	23.80	108.84	.69
In high schools (rural districts)	183.66	64.85	118.81	.96
In all elementary schools	72.15	23.74	48.41	.38
In elementary schools (cities)	75.06	17.07	57.99	.39
In elementary schools (rural municipalities)	64.16	17.83	46.33	.34
In elementary schools (rural districts)	69.10	45.53	23.57	.36

The Province met over 34 per cent. of the total cost of the maintenance of the high and the elementary schools and also the cost of maintenance of the University, with the exception of the sums received in fees from the students.

REPORT OF THE SUPERINTENDENT OF EDUCATION, 1926-27.

EDUCATION OFFICE,
VICTORIA, B.C., November, 1927.

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

SIR,—I beg to submit herewith the Fifty-sixth Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1927.

ENROLMENT.

The enrolment in the schools of the Province increased during the year from 101,688 to 105,008 and the average daily attendance from 85,293 to 88,306. The percentage of regular attendance was 84.09.

The number of pupils enrolled in the various classes of schools is shown hereunder:—

Schools.	Cities.	Rural Municipalities.	Rural Districts.	Total.
High schools	8,705	3,723	478	12,906
Junior high schools	213	228	.....	441
Superior schools	25	32	449	506
Elementary schools	41,748	30,279	19,128	91,155
Totals for 1926–27	50,691	34,262	20,055	105,008
Totals for 1925–26	49,761	31,982	19,945	101,688
Increase for year	930	2,280	110	3,320

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

Correspondence classes	391	pupils.
Night schools	5,176	,,
Normal School, Vancouver	198	students.
Normal School, Victoria	137	,,
Victoria College	191	,,
University of British Columbia	1,582	,,
Total	7,675	

The pupils in attendance were distributed by sex and grade as follows:—

Grades.	Boys.	Girls.	Total.
Grade I.	7,846	7,014	14,860
Grade II.	5,612	5,276	10,888
Grade III.	5,842	5,362	11,204
Grade IV.	5,850	5,588	11,438
Grade V.	6,041	5,630	11,671
Grade VI.	5,567	5,338	10,905
Grade VII.	5,125	5,193	10,318
Grade VIII.	4,850	5,284	10,134
Grade IX.	3,119	3,607	6,726
Grade X.	1,910	2,334	4,244
Grade XI.	1,043	1,383	2,426
Grade XII.	97	97	194
Totals	52,902	52,106	105,008

PART I.

GENERAL REPORT.

Creston School, 100 marks; Bessie J. Vlasak, New Michel School, 100 marks; Allan C. McCurrach, Cranbrook School, 96 marks; Aubrey Snow, Fernie School, 94 marks.

Inspectorate No. 14: Minnie Fox, Borden Street School, Prince Rupert, 105 marks; Harold C. R. Eld, Granby Bay School, 102 marks; Kennedy McSwan, Ocean Falls School, 100 marks; Joe Marchildon, Borden Street School, Prince Rupert, 99 marks; Margaret B. Windt, Smithers School, 99 marks; Jimmie Lee, Borden Street School, Prince Rupert, 98 marks; Beth Mutrie, Borden Street School, Prince Rupert, 98 marks; Earl R. Gordon, Booth Memorial School, Prince Rupert, 96 marks; Agnes M. Guyan, Booth Memorial School, Prince Rupert, 96 marks.

Inspectorate No. 15: Patricia Carney, Prince George School, 100 marks; James P. Ratledge, Quesnel School, 100 marks; Margaret S. Davidson, Stuart River School, 98 marks; Lois Dixon, Fort George South School, 92 marks; Clara Wieland, Prince George School, 92 marks; Phyllis Ellis, Prince George School, 86 marks; Coralie Dale, Quesnel School, 82 marks; Margaret Newman, Fort George School, 81 marks; William Waldron, Fort Fraser School, 73 marks.

HIGH SCHOOLS—CITIES.

The enrolment in the city high schools during the year 1926–27 was 8,705. Of this number, 4,038 were boys and 4,667 were girls.

The number of divisions and the enrolment for 1926–27 and for 1925–26 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1926–27.	Total Enrolment, 1925–26.
Armstrong	1	3	81	79
Chilliwack	1	8	266	235
Courtenay	1	3	69	64
Cranbrook	1	7	169	161
Cumberland	1	3	51	60
Duncan	1	3	75	72
Enderby	1	2	38	37
Fernie	1	5	133	142
Grand Forks	1	3	94	103
Kamloops	1	8	221	208
Kaslo	1	2	42	37
Kelowna	1	4	119	105
Ladysmith	1	4	80	93
Merritt	1	1	54	52
Nanaimo	1	9	276	264
Nelson	1	8	252	259
New Westminster	2	21	705	665
Port Alberni	1	2	57	41
Port Coquitlam	1	1	39	43
Port Moody	1	1	14	13
Prince George	1	3	77	69
Prince Rupert	1	5	150	143
Revelstoke	1	5	136	151
Rossland	1	4	99	82
Salmon Arm	1	4	99	87
Slocan	1	1	11	12
Trail	1	6	148	127
Vancouver	6	90	3,498	3,149
Vancouver, North	1	11	335	317
Vernon	1	6	145	158
Victoria	1	35	1,172	1,059
Totals, 1926–27	37	268	8,705	8,077
Totals, 1925–26	37	251	8,077	.....

HIGH SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipal high schools during the year was 3,723. Of this number, 1,627 were boys and 2,096 were girls.

The number of schools and of divisions and the enrolment for the year 1926–27 and the year 1925–26 are shown in the following table:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1926–27.	Total Enrolment, 1925–26.
Burnaby	2	13	441	404
Delta	1	4	91	82
Esquimalt	1	3	75	62
Kent	1	2	33	36
Langley	1	3	87	68
Maple Ridge	1	4	82	68
Matsqui	2	2	60	60
Mission	1	3	68	67
Oak Bay	1	7	216	205
Peachland	1	1	21	16
Penticton	1	5	142	162
Point Grey	3	32	1,068	854
Richmond	1	4	92	88
Summerland	1	3	64	70
Surrey	1	5	139	123
Vancouver, South	1	26	944	855
Vancouver, West	1	4	100	84
Totals, 1926–27	21	121	3,723	3,304
Totals, 1925–26	21	108	3,304	.....

HIGH SCHOOLS—RURAL DISTRICTS.

The enrolment in the rural high schools for the year was 478. Of this number, 210 were boys and 268 were girls.

The number of schools and of divisions and the enrolment for the years 1926–27 and 1925–26 are given in the table below:—

District.	Number of Schools.	Number of Divisions.	Total Enrolment, 1926–27.	Total Enrolment, 1925–26.
Abbotsford	1	2	46	44
Brechin	1	1	27	.....
Creston	1	2	49	46
Golden	1	1	20	20
Granby Bay	1	2	33	26
Howe Sound	1	1	24	20
Ioco	1	1	14	.....
Keremeos	1	1	19	15
Kimberley	1	2	39	16
Kitsumgallum	1	1	14	15
Nakusp	1	1	23	32
New Denver	1	1	24	25
Ocean Falls	1	3	31	37
Oyama	1	1	21	21
Powell River	1	2	46	41
Princeton	1	1	25	23
Smithers	1	1	23	17
Totals, 1926–27	17	24	478	398
Totals, 1925–26	15	21	398	.....

SUPERIOR SCHOOLS.

The enrolment in the superior schools was 506. The number of boys was 215; of girls, 291. The following table gives the names of the schools and the enrolment for the school-year:—

School.	Total Enrolment, 1926–27.	School.	Total Enrolment, 1926–27.
Ashcroft	13	Oliver	27
Cassidy	29	Parksville	22
Cedar, North	15	Pitt Meadows	12
Chase	32	Qualicum Beach	25
Chemainus	20	Rolla	14
Coalmont	10	Rutland	20
Dewdney	18	Saanich, North	18
Ganges Harbour	16	Silverton	23
Greenwood	25	Sooke	18
Hedley	15	Squamish	22
Hope	28	Vanderhoof	19
Lumby	23	Waldo	18
Michel, New	24	Total	506

JUNIOR HIGH SCHOOLS.

The enrolment in the junior high schools was 441. The number of boys enrolled was 218; of girls, 223.

The following table gives the names of the schools, the number of divisions in each, and the enrolment for the school-year:—

School.	Number of Divisions.	Total Enrolment, 1926–27.
Penticton	5	193
Point Grey	1	35
Vancouver	5	213
Totals	11	441

ELEMENTARY SCHOOLS—CITIES.

The enrolment in the city elementary schools was 41,748. The number of boys was 21,288; of girls, 20,460.

The number of schools, the number of divisions, the total enrolment for 1926–27, and the enrolment for 1925–26 in each city are shown in the table below:—

City.	Number of Schools.	Number of Divisions.	Total Enrolment, 1926–27.	Total Enrolment, 1925–26.
Alberni	1	4	119	120
Armstrong	1	13	501	496
Chilliwack	1	10	358	341
Courtenay	1	7	272	254
Cranbrook	3	19	687	715
Cumberland	1	13	503	505
Duncan	1	12	420	418
Enderby	1	3	104	91
Fernie	1	19	694	753
Grand Forks	1	9	313	396
Greenwood	1	2	56	101
Kamloops	2	22	792	813
Kaslo	1	3	96	103
Kelowna	1	16	658	607
Ladysmith	1	9	330	339
Merritt	1	9	311	350
Nanaimo	4	26	1,008	1,112
Nelson	2	26	961	954
New Westminster	5	67	2,697	2,601
Port Alberni	1	8	271	254
Port Coquitlam	2	7	250	247
Port Moody	1	6	206	222
Prince George	1	10	377	364
Prince Rupert	3	23	805	811
Revelstoke	1	16	609	611
Rossland	1	11	460	470
Salmon Arm	1	5	195	181
Slocan	1	2	52	48
Trail-Tadanac	3	30	1,091	959
Vancouver	30	485	19,260	19,208
Vancouver, North	3	42	1,545	1,527
Vernon	1	18	734	742
Victoria	16	133	5,013	4,971
Totals, 1926–27	95	1,085	41,748	41,684
Totals, 1925–26	94	1,081	41,684	.....

ELEMENTARY SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipal elementary schools was 30,279. The number of boys enrolled was 15,508; of girls, 14,771.

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 1926–27, and the enrolment for 1925–26:—

Municipality.	Number of Schools.	Number of Divisions.	Total Enrolment, 1926–27.	Total Enrolment, 1925–26.
Burnaby	18	98	3,875	3,544
Chilliwack	15	31	959	912
Coldstream	2	3	101	77
Coquitlam	6	11	261	259
Cowichan, North	4	7	190	196
Delta	11	18	492	516
Esquimalt	1	14	470	454
Kent	2	5	190	175
Langley	16	30	929	905
Maple Ridge	9	25	859	754
Matsqui	11	20	572	558
Mission	9	18	550	583
Oak Bay	2	16	659	614
Peachland	2	3	61	62
Penticton	1	13	500	643
Pitt Meadows	2	3	114	126
Point Grey	10	125	4,791	4,207
School for Deaf and Blind	1	9	83	79
Richmond	7	30	1,157	1,019
Saanich	15	60	1,925	1,871
Salmon Arm	7	8	254	242
Sumas	4	7	207	203
Summerland	1	8	306	296
Surrey	21	45	1,340	1,212
Vancouver, North	5	24	808	753
Vancouver, South	16	209	7,905	7,760
Vancouver, West	4	21	721	658
Totals, 1926–27	202	861	30,279	28,678
Totals, 1925–26	201	835	28,678	.....

ELEMENTARY SCHOOLS—RURAL DISTRICTS.

The enrolment in the elementary schools, rural districts, was 19,128. The number of boys enrolled was 9,798; of girls, 9,330.

SALARIES.

The following tables show the highest, lowest, and average salary paid to teachers during the school-year 1926–27:—

	High Schools.			Elementary Schools.		
	Highest Salary.	Lowest Salary.	Average Salary.	Highest Salary.	Lowest Salary.	Average Salary.
Cities.						
Alberni	.....	.....	.....	$1,400.00	$1,100.00	$1,200.00
Armstrong-Spallumcheen	$2,400.00	$1,800.00	$2,000.00	2,500.00	950.00	1,326.92
Chilliwack	2,700.00	1,675.00	1,931.25	2,050.00	900.00	1,280.00
Courtenay	2,000.00	1,600.00	1,733.33	1,800.00	1,140.00	1,282.85
Cranbrook	2,650.00	1,600.00	1,907.14	2,600.00	1,080.00	1,267.36
Cumberland	2,600.00	1,400.00	1,950.00	2,250.00	900.00	1,316.66
Duncan	2,240.00	1,800.00	2,046.66	2,000.00	900.00	1,137.50
Enderby	1,800.00	1,600.00	1,700.00	1,700.00	950.00	1,250.00
Fernie	2,900.00	1,800.00	2,044.00	3,100.00	1,100.00	1,501.00

SALARIES—*Continued.*

	High Schools.			Elementary Schools.		
	Highest Salary.	Lowest Salary.	Average Salary.	Highest Salary.	Lowest Salary.	Average Salary.
Grand Forks	$2,000.00	$1,700.00	$1,800.00	$2,000.00	$900.00	$1,194.44
Greenwood	.....	.....	.....	1,530.00	1,080.00	1,260.00
Kamloops	2,800.00	1,800.00	2,125.00	2,400.00	1,100.00	1,336.36
Kaslo	1,800.00	1,500.00	1,650.00	1,350.00	1,150.00	1,250.00
Kelowna	2,500.00	1,500.00	1,900.00	2,700.00	1,150.00	1,363.12
Ladysmith	2,500.00	1,500.00	1,875.00	2,100.00	950.00	1,312.44
Merritt	1,800.00	.....	.....	2,700.00	1,050.00	1,301.00
Nanaimo	2,500.00	1,700.00	1,912.50	2,500.00	1,060.00	1,394.07
Nelson	3,500.00	1,800.00	2,266.66	2,900.00	900.00	1,495.37
New Westminster	3,500.00	1,920.00	2,559.16	2,700.00	860.00	1,449.25
Port Alberni	2,150.00	1,550.00	1,850.00	1,850.00	1,080.00	1,235.00
Port Coquitlam	2,400.00	.....	.....	1,400.00	900.00	1,057.14
Port Moody	1,950.00	.....	.....	1,600.00	950.00	1,143.33
Prince George	2,250.00	1,750.00	1,916.66	2,150.00	1,050.00	1,315.00
Prince Rupert	3,000.00	1,750.00	2,316.00	2,540.00	1,100.00	1,620.13
Revelstoke	3,000.00	1,800.00	2,079.16	2,400.00	1,000.00	1,285.00
Rossland	2,800.00	1,950.00	2,200.00	1,800.00	900.00	1,245.45
Salmon Arm	2,500.00	1,800.00	1,975.00	2,200.00	1,100.00	1,340.00
Slocan	1,600.00	.....	.....	1,300.00	1,100.00	1,200.00
Trail-Tadanac	3,100.00	1,700.00	2,133.33	2,700.00	1,080.00	1,289.83
Vancouver	4,000.00	1,750.00	2,739.54	3,360.00	960.00	1,571.07
Vancouver, North	3,540.00	1,700.00	2,308.18	3,000.00	1,080.00	1,560.71
Vernon	2,600.00	1,650.00	1,983.33	2,400.00	900.00	1,355.26
Victoria	3,600.00	1,715.00	2,438.46	2,775.00	1,025.00	1,606.67
For all cities	4,000.00	1,400.00	2,384.09	3,360.00	860.00	1,490.64
Rural Municipalities.						
Burnaby	3,200.00	1,700.00	2,214.28	2,750.00	800.00	1,213.40
Chilliwack	.....	.....	.....	1,450.00	850.00	1,012.90
Coldstream	.....	.....	.....	1,320.00	1,200.00	1,273.33
Coquitlam	.....	.....	.....	1,150.00	900.00	1,031.81
Cowichan, North	.....	.....	.....	1,700.00	850.00	1,093.75
Delta	2,600.00	1,600.00	1,900.00	2,200.00	900.00	1,155.55
Esquimalt	2,600.00	1,900.00	2,133.33	2,800.00	900.00	1,300.43
Kent	1,600.00	1,200.00	1,400.00	1,200.00	1,000.00	1,065.00
Langley	2,300.00	1,400.00	1,700.00	1,200.00	800.00	990.00
Maple Ridge	2,000.00	1,350.00	1,612.50	1,300.00	800.00	980.40
Matsqui	1,800.00	1,500.00	1,650.00	1,250.00	850.00	967.50
Mission	2,240.00	1,620.00	1,906.66	2,140.00	840.00	1,105.00
Oak Bay	3,600.00	1,800.00	2,483.33	3,250.00	1,000.00	1,679.37
Peachland	1,600.00	.....	.....	1,400.00	1,000.00	1,133.33
Penticton	2,750.00	1,740.00	2,048.33	2,750.00	950.00	1,369.64
Pitt Meadows	.....	.....	.....	1,300.00	900.00	1,087.50
Point Grey	4,074.00	1,750.00	2,678.58	3,360.00	1,020.00	1,503.12
Richmond	2,300.00	1,500.00	1,875.00	2,200.00	850.00	1,109.33
Saanich	.....	.....	.....	2,085.00	700.00	1,155.81
Salmon Arm	.....	.....	.....	1,350.00	1,000.00	1,081.25
Sumas	.....	.....	.....	1,200.00	900.00	1,045.71
Summerland	2,500.00	1,600.00	1,900.00	2,200.00	1,200.00	1,397.50
Surrey	2,000.00	1,350.00	1,600.00	1,400.00	800.00	993.33
Vancouver, North	.....	.....	.....	2,800.00	960.00	1,509.16
Vancouver, South	4,000.00	1,920.00	2,581.53	3,360.00	1,020.00	1,537.59
Vancouver, West	2,880.00	1,800.00	2,195.00	2,500.00	960.00	1,346.90
For all rural municipalities	4,074.00	1,200.00	2,305.37	3,360.00	700.00	1,304.19
Rural Districts.						
Regularly organized	3,500.00	1,400.00	2,019.04	2,700.00	800.00	1,149.16
Assisted	1,600.00	1,400.00	1,500.00	1,650.00	900.00	1,042.05
E. & N. Railway Belt	1,260.00	.....	.....	1,610.00	900.00	1,046.56
Rural districts	3,500.00	1,260.00	1,944.16	2,700.00	800.00	1,074.97

The average salary paid teachers employed in all high schools throughout the Province was $2,338.41, and teachers in elementary schools, $1,302.60.

EXPENDITURE FOR EDUCATION, 1926–27.

Education Office:		
Salaries		$20,021.40
Office supplies		6,823.86
Travelling expenses		1,147.86
Free Text-book Branch:		
Salaries		4,979.74
Office supplies		3,905.06
Text-books, maps, etc.		68,657.33
Agricultural Education:		
Salaries		4,335.00
Office supplies		189.96
Travelling expenses		398.38
Grants in aid		5,529.04
Industrial Education:		
Salaries	$10,314.60	
Office supplies	2,189.98	
Travelling expenses	2,903.61	
Grants in aid	54,177.36	
Night-schools	30,423.05	
	$100,008.60	
Less Dominion of Canada subvention	41,636.94	
		58,371.66
Inspection of Schools:		
Salaries		54,198.86
Office supplies		2,488.80
Travelling expenses		23,638.22
Normal School, Vancouver:		
Salaries	$33,399.14	
Office supplies	2,122.60	
Travelling expenses	356.77	
Fuel, light, and water	1,919.89	
Maintenance and repairs	463.13	
Students' mileage	1,212.64	
Incidentals	868.00	
	$40,342.17	
Less Normal School fees	7,590.00	
		32,752.17
Normal School, Victoria:		
Salaries	$29,190.40	
Office supplies	3,216.54	
Travelling expenses	296.85	
Fuel, light, and water	2,308.90	
Maintenance and repairs	5,753.33	
Students' mileage	5,140.28	
Incidentals	1,751.06	
	$47,657.36	
Less Normal School fees	5,210.00	
		42,447.36
Carried forward		$329,884.70

EXPENDITURE FOR EDUCATION, 1926–27—*Continued.*

Brought forward			$329,884.70
School for Deaf and Blind:			
Salaries		$22,272.06	
Office supplies		1,250.61	
Travelling expenses		32.95	
Fuel, light, and water		1,905.80	
Maintenance and repairs		796.00	
Furniture, fixtures, etc.		1,333.19	
Provisions		2,951.09	
Incidentals		133.03	
		$30,674.73	
Less Board and tuition of pupils from Alberta and Saskatchewan		3,266.00	
			27,408.73
	High.	Elementary.	
Per capita grant to cities	$149,035.85	$606,062.64	755,098.49
Per capita grant to rural municipalities	79,112.00	523,529.50	602,641.50
Per capita grant to rural school districts	18,106.40	163,379.70	181,486.10
Salaries of teachers in assisted schools	5,459.20	545,550.50	551,009.70
Salaries of teachers in E. & N. Railway Belt	6,216.00	113,310.10	119,526.10
	$257,929.45	$1,951,832.44	
School buildings, erection and maintenance			223,720.85
Grants to libraries			4,434.40
Examination of teachers and High School Entrance classes			32,067.28
Conveying children to central schools			40,279.89
Summer School			19,944.68
Incidentals			4,188.13
University of British Columbia			531,875.00
			$3,423,565.55
Less fees for examination and certificates			20,624.30
			$3,402,941.25
Amount expended by:	High.	Elementary.	
Cities	$848,442.76	$2,421,080.07	3,269,522.83
District municipalities	405,235.95	1,587,336.87	1,992,572.82
Rural school districts	42,110.00	325,204.14	367,314.14
Assisted school districts	7,190.00	87,612.67	94,802.67
Schools in E. & N. Railway Belt	7,490.00	38,085.00	45,575.00
	$1,310,468.71	$4,459,318.75	
Grand total cost of education			$9,172,728.71

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 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
1926–27	26.40	31.41

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

Year.	No. of Teachers Employed.	Number of School Districts.	Aggregate Enrolment.	Average Daily Attendance.	Percentage of Attendance.	Government Expenditure for Education.
1877–78	56	45	2,198	1,395.50	63.49	$43,334.01
1882–83	69	59	2,693	1,383.00	51.36	50,850.63
1887–88	128	104	6,372	3,093.46	48.54	99,902.04
1892–93	267	169	11,496	7,111.40	61.85	190,558.33
1897–98	429	213	17,648	11,055.65	62.64	247,756.37
1902–03	607	268	24,499	16,357.43	66.76	397,003.46
1907–08	816	189	33,314	23,195.27	69.62	464,473.78
1912–13	1,597	359	57,608	43,274.12	75.12	1,032,038.60
1917–18	2,246	575	67,516	54,746.76	81.09	1,529,058.93
1918–19	2,332	582	72,006	56,692.38	78.73	1,791,153.47
1919–20	2,557	636	79,243	59,791.39	75.45	2,155,934.61
1920–21	2,734	665	85,950	68,497.57	79.69	2,931,572.25*
1921–22	2,994	716	91,919	75,528.38	82.16	3,141,737.95*
1922–23	3,118	744	94,888	77,752.98	81.94	3,176,686.28*
1923–24	3,211	760	96,204	79,262.23	82.39	3,173,395.26*
1924–25	3,294	759	97,954	82,726.14	84.45	3,223,670.82*
1925–26	3,396	746	101,688	85,292.92	83.88	3,216,209.05*
1926–27	3,531	761	105,008	88,306.00	84.09	3,402,941.25*

* 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.

OTIUM CUM DIGNITATE.

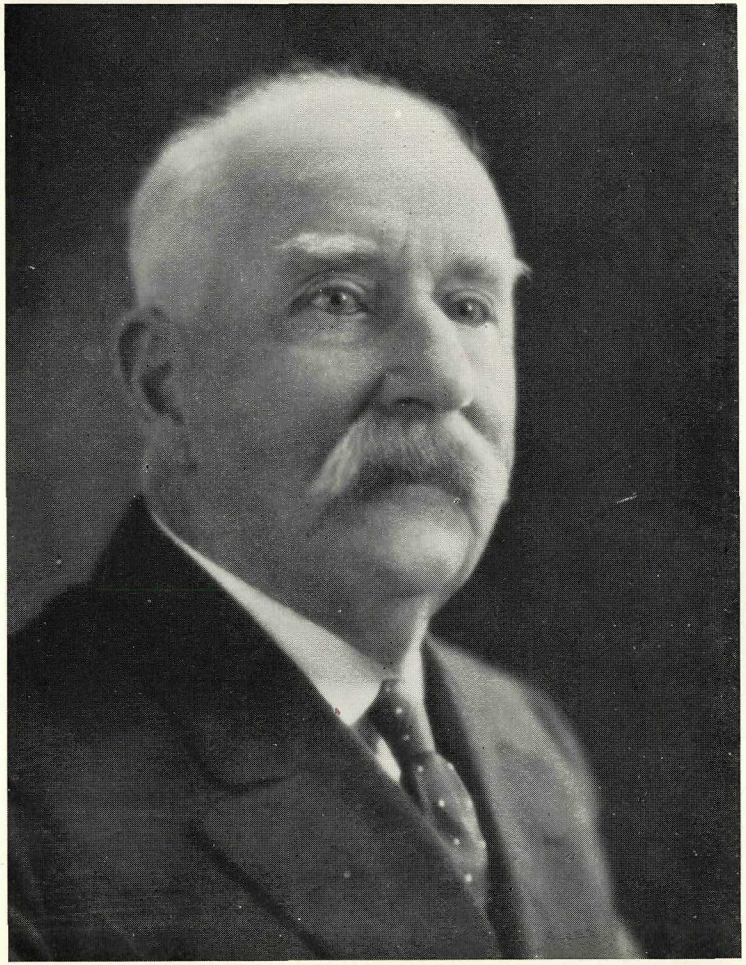
At the end of the school-year 1926–27 there retired from active service in the teaching profession Edward B. Paul, M.A., LL.D., Principal of Victoria College. Dr. Paul came to British Columbia in 1886 and filled the following posts with much success: Teacher, Lillooet School; Principal, Nanaimo High School; Principal, Esquimalt School; Principal, Victoria High School for sixteen years; Municipal Inspector of Schools, Victoria, for twelve years; and Principal of Victoria College for seven years. He has thus completed over forty years' service in very important positions. Dr. Paul has been a valuable member of the Board of Examiners for many years and also a member of the Senate of the University of British Columbia. As Emeritus Principal of Victoria College he still keeps up his active interest in the college by delivering a number of lectures on Roman history to students of the first and second years.

In recognition of his deep scholarship and wide culture, as well as of the excellent service which he has rendered over so long a period of time, his Alma Mater, Aberdeen University, two years ago, conferred upon him the honorary degree of Doctor of Laws. Thousands of persons, who attended his classes, many of whom have attained distinction in this Province and in other places, recall with gratitude the days spent under Dr. Paul and the inspiration which they received from him.

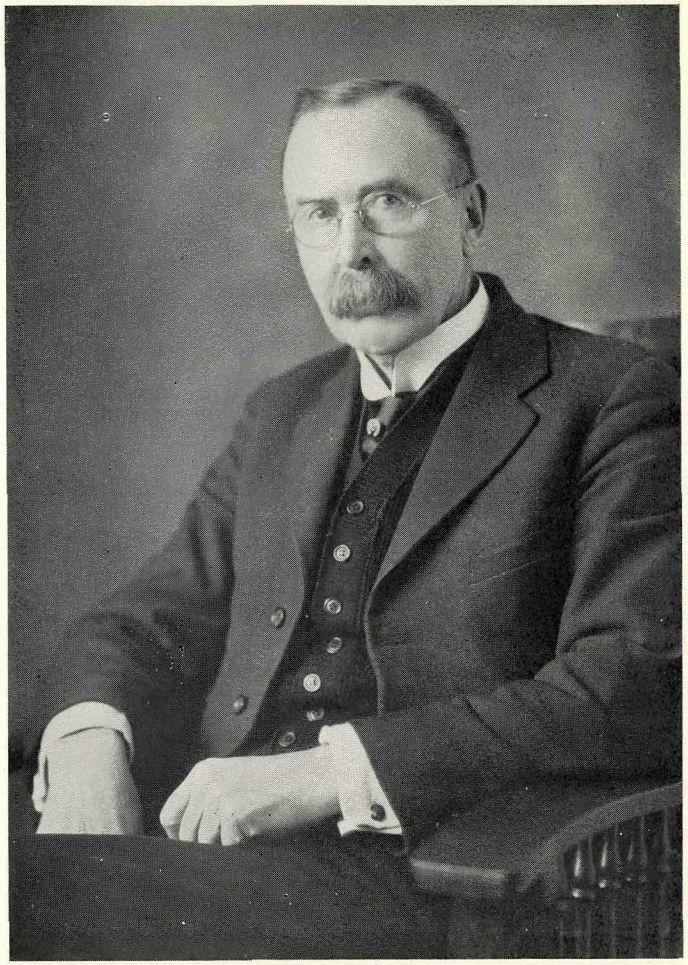
Hector M. Stramberg, B.A., has retired after a period of service in the teaching profession in this Province extending from 1881. He filled posts in several small high schools and for twenty-six years was Principal of New Westminster High School. Many men who became distinguished in the public and professional life of the Province and of the Dominion attribute much of their success to the instruction and character-training given by Mr. Stramberg. Before coming to this Province he taught school in New Brunswick, where Bliss Carman and Dr. Charles G. D. Roberts attended his classes. Mr. Stramberg is the author of some beautiful verses, the latest poem appearing from his pen being a patriotic ode entitled "O Canada!"

Paul Murray is well known to all the old-timers in the teaching profession. He, too, retired at the end of June last. He taught in the Province for forty-three years, being connected with the following schools: Maple Ridge for twenty-six years, Peachland, West Point Grey, Union Bay, Pitt Meadows, Brechin, and Elk Bridge. There was no more popular figure at Summer School and at Teachers' Conventions than Mr. Murray, who maintained enthusiasm for the work of teaching right up to the time of his retirement.

The Department extends its congratulations to these three great teachers and wishes them continued good health for many years to come.



EDWARD B. PAUL, M.A., LL.D.



PAUL MURRAY.

INSPECTORS' REPORTS.

HIGH SCHOOLS—INSPECTORATE No. 1.

REPORT OF INSPECTOR A. SULLIVAN, B.A., VICTORIA.

The number of teachers in this inspectorate is now 252. Additional teachers were appointed at the beginning of the school-year at Bridgeport, Chilliwack, Courtenay, Cumberland, Kamloops, Ladner, Ladysmith, Nanaimo, Oak Bay, Magee, Lord Byng, High School of Commerce, and Victoria. On Vancouver Island there are 99 teachers and on the Mainland 153. A high school was established at Brechin near Nanaimo, a new high-school building of three rooms was opened at Esquimalt, and superior schools were established at North Cedar and Qualicum on Vancouver Island, and at Ashcroft and Hope on the Mainland.

The subjects of Grade XII. were continued this year in the high schools of Chilliwack, Duncan, Kamloops, Ladysmith, Nanaimo, and Salmon Arm. Revelstoke discontinued the teaching of Grade XII. subjects at the end of the past school-year and Duncan also closed its Grade XII. division in June. This is a wise policy so far as the latter school is concerned. To teach all the subjects of Grades IX., X., XI., and also Grade XII., which corresponds to a first-year University course, is too heavy a burden for three teachers and allows too little time for the teaching of subjects peculiar to the three high-school grades.

To the graduates of our University and teacher-training schools a full measure of praise is due for the industry, zeal, and interest which they manifest in their work. Such qualities stand out in clearest relief when these teachers are placed in charge of superior schools where they teach not only the subjects of Grades IX. and X., but also those of Grade VIII. This entails hours of preparation of lessons out of school and concentrated teaching in school, yet these young graduates work effectively and teach enthusiastically. Those who complain that the spirit of the pioneer and the early teacher is dying out need not be alarmed so long as there are young people of such sterling quality in charge of our schools.

The announcement that a Canadian History has been authorized for study in Grades IX. and X. has been received with favour. This is the year in which Canada is celebrating her Diamond Jubilee. Never before in our high schools has such an interest been awakened in the study of Canadian history. The students have taken part in oratorical contests, essay-writing competitions, and historical pageants which had for their theme, "Canada's Progress since Confederation." Their minds are open for the study of the history of their own country, hence the new Canadian History has been authorized at an opportune time.

A more general interest is being taken by high-school teachers and students in games and sports. Formerly there were too few taking part in games and proportionately too many looking on. Full credit should be given those teachers on the staff who train, supervise, and direct the physical activities of their students after school-hours, and on Saturdays when inter-school games are played. The reports of games won or lost and various other performances of the student body are usually given in full in the "School Paper," which is now becoming a very interesting feature in the social life of the high school. Dramatic societies, literary and debating clubs also form a very important part of school-life. The teachers who direct the students in these extra-curricular activities give time, thought, and nervous energy thereto, their chief reward being the creation of a better school spirit.

The Programme of Studies which has recently been issued for Junior High Schools has been favourably commented upon by those who are especially interested in the mental and physical development of boys and girls between 12 and 15 years of age. The principals, teachers, and supervisors, who assisted in framing this programme, gave their time freely and attended many committee meetings after school-hours and on Saturdays. Sub-committees also met frequently for the purpose of reading and choosing suitable texts for the consideration of the general committee. The course is modelled after well-known Junior High School Programmes. It also contains practical features not found in other courses of study. The text-books chosen, the time allotted to subjects, and the options allowed should meet the needs of those engaged in junior high-school work during the coming year. The results of practical experience will be the guide in making future readjustments of the course, which is a tentative one.

HIGH SCHOOLS—INSPECTORATE No. 2.

REPORT OF INSPECTOR J. B. DeLONG, B.A., VANCOUVER.

During the year I was able to make 242 visits of inspection. All schools were visited once, while some were inspected a second time and a few received a third visit.

Michel was raised to the status of a superior school during the year.

Because of their proximity to the Provincial University none of the schools of Greater Vancouver or vicinity gives instruction beyond Grade XI., but there is an ever-increasing demand from districts of the Interior for Grade XII. work. During the past year Senior Matriculation classes have been in operation in the following schools of my district: Cranbrook, Enderby, Kaslo, Kelowna, Nelson, New Denver, Penticton, Rossland, Slocan, Trail, and Vernon.

While the high schools of this district have been steadily improving during the last few years, yet I am convinced that the standard reached last year was more satisfactory than ever before. Almost without exception the results obtained by the graded high schools on the June examinations were most gratifying. I found all but two of my schools carrying out with care and thoroughness the suggestions outlined in the Course of Study regarding experimental work in physics and chemistry. I may add that the two exceptions were ungraded schools, where the work was done under unfavourable conditions.

Among minor changes in the Course of Study for the present year the following may be noted: A reduction in the limits for Grade XI. history and Grade XII. chemistry; the replacing of the old text on Virgil by a far more interesting book—"Slections from Virgil"; and the introduction of Canadian history into the courses for Grades IX. and X.

The publication of a Course of Study for Junior High Schools is worthy of special mention. The Superintendent of Education and the committee working under him spent a good deal of time and thought in the preparation of this course. The foreword not only states the ideals and purposes of the junior high school, but refers to the course as only a tentative one and invites criticism from any who have made a thorough study of the junior high school.

ELEMENTARY SCHOOLS—INSPECTORATE No. 1.

REPORT OF INSPECTOR W. H. M. MAY, VICTORIA.

The district comprised the schools within the Municipality of Saanich, the rural schools on the northern part of Saanich Peninsula, the schools on Saltspring and neighbouring islands, and the schools on the Coast waters between Campbell River and Cape Scott; altogether fifty-five schools containing 112 divisions.

With the exception of two outlying schools, all divisions were inspected once and some of them twice within the year; in all, 159 inspections were made.

No high school has yet been established within this district and there are but two superior schools; a few small schools on the islands carry one or more Grade IX. pupils. The Municipality of Saanich pays for the education of Grades IX., X., and XI. pupils in the City of Victoria, presumably because this method is cheaper than the establishment of a high school within the municipality, but I imagine the full effect of this policy upon the pupils has not been given much consideration. Boards sometimes complain that sufficient thought is not given to the requirements of the rural child when a curriculum is being drawn up, and that the curriculum is responsible for much of the migration from the rural districts to the cities, but no curriculum will be effective in keeping the rural child home while Rural Boards continue to educate their children in the cities or in large communities. Coming into constant contact with large numbers of city pupils, their rural instincts surrender to city ideas, and thus these high-school pupils are educated not only in the cities, but also into the cities.

In the section to the north of Campbell River the schools are mostly in logging camps, boom camps, and sawmill villages. Conditions are sometimes difficult for the teacher in these places, yet, notwithstanding, I found very little poor work in the class-room.

The following schools were, in my opinion, most efficient in physical exercises, namely:—

Division 3, Craigflower, Saanich—Miss Margaret M. Coton.

Beaver Point School—Miss Ingleborg Dohlmann.

Kaleva School—Mr. Douglas W. J. Noble.

ELEMENTARY SCHOOLS—INSPECTORATE No. 2.

REPORT OF INSPECTOR A. C. STEWART, VICTORIA.

During the year just closed there was a change in the territory allocated to this inspectorial division. The schools on the Saanich Peninsula, including those in the Municipality of Saanich, together with the school on James Island, became a part of Inspectorate No. 1, while Inspectorate No. 2 was enlarged by taking in a number of additional rural schools situated between Ladysmith and Nanaimo, and also the schools on Quatsino Sound and Hardy Bay. While this particular change in territory resulted in a decrease in the number of class-rooms to be inspected and examined, at the same time it greatly increased the area and difficulty of travel. These difficulties are not of a physical character. They arise from the infrequency of boats—the only means of conveyance in certain parts of my district—and as a consequence the time consumed is altogether out of proportion to the number of schools to be visited. For instance, the examination and inspection of eight class-rooms on the Coast occupied thirty days, while by far the greater part of the time was taken up in waiting for boats.

It is gratifying, however, to be able to state that the teachers in, at least, some of these remote, isolated schools, are able to, and do, cover the curriculum of the elementary schools so successfully that they are enabled to prepare pupils for entrance to high school. On San Juan Inlet are two such small schools, and from these six pupils were successful in the recent examination. The success attained by schools so situated is a measure and also a criterion of the efficiency of our public-school system, and not only that, but also a tribute to the zeal, interest, and enthusiasm of trustees, parents, and more especially the teachers. Where the rural schools are measuring up to the standard there needs be little fear for the education of the coming generation, and this desirable consummation can be brought about only by the intelligent co-operation of all the elements and factors concerned in the success of the institution designed for this purpose.

It is probably needless to observe that local quarrels, bickerings, and dissension over school matters, and frequently unjust criticism of the teacher, her work and methods, are not conducive to the best success in the school, but, on the other hand, and on the contrary, are very detrimental and damaging to the progress and training of the children. Then, again, it is frequently said that teachers are not always all-wise, and very often by their conduct and lack of propriety and wisdom add fuel to the flames of criticism.

In all other lines of human activity it is the general opinion that more allowance is made for the young and inexperienced than in the teaching profession. This is, I think, generally true, especially in the rural districts. We all have the same burden of human defects and need all the helpfulness, sympathy, and encouragement possible from the community in which we serve in order that we may rise in some measure and in some degree to the height of the service required and demanded of us. Whatever the baffling conditions, whatever the adverse and apparently unjust criticism, if we honestly and sincerely try and strive we shall at least enjoy the luxury of self-respect. "Criticism," it has been wisely said, "is a study by which men grow important and formidable at a very small expense; but every man can exert such judgment as he has upon the work of others; and he whom nature has made weak, and idleness keeps ignorant, may yet support his vanity by the name of a critic."

As in former years, during the last week in June, examinations for entrance to high school were held at a number of convenient centres in this inspectorate for candidates who wished to write. At these centres 219 candidates wrote, of whom 109 were successful, while 148 were recommended for promotion without examination.

In this territory no move has as yet been made to apply to the schools the curriculum of the junior high school, and unless it is generally applied in the near future in nearly all our schools, one can readily foresee grave difficulties and in many cases great hardships as children move from centres where junior high schools are in operation to districts where the old curriculum in both elementary and high schools still holds sway.

ELEMENTARY SCHOOLS—INSPECTORATE No. 3.

REPORT OF INSPECTOR J. M. PATERSON, B.A., NANAIMO.

At the beginning of last year several schools in the extreme south and others in the extreme north of this inspectorate were transferred to other inspectorates. There were left in this district, however, fifty-two schools, with 154 teachers, all of which were visited at least once, with one exception, North Gabriola, where the school-house was burned a few days before the end of the school-year. Hilliers, too, lost its school during the year by fire. One new school, Great Central, was established, while Montrose was reopened.

A most gratifying movement took place during the past year in the Comox Valley when consolidation was finally effected and the school districts of Headquarters, Grantham, Sandwick, Merville, and Dove Creek were united into one—the Tsolum Consolidated District; while Comox, Lazo, and Nob Hill joined to form the Comox Consolidated School District. Next term will see the upper grades in the Tsolum District centralized in a new four-room building at Grantham. The two-room building at Comox has been enlarged to four rooms to accommodate the increased enrolment at that place. These consolidated districts are purely rural, and this rather remarkable rural movement is, I believe, indicative of the widely spread desire of rural districts to give their children the superior advantages so long enjoyed by the urban districts. Both these districts will next year have superior schools, so secondary education is being taken right out to the farm. Attention to the details necessary for the smooth running of these consolidations occupied a large part of my time during the summer and autumn months.

The increasing demand for secondary education is made rather vividly apparent in a review of the growth of secondary schools in this district during the past six years. In 1921, when this inspectorate was created, it contained eight high-school teachers; next term there will be in the same territory nineteen high-school teachers and eight superior schools.

In addition to this commendable evidence of healthy educational activity outside the school, there is corresponding evidence within, shown by the teachers' attendance at the Summer School and at the successful Teachers' Institutes held in the Comox Valley and Nanaimo, and by the constant improvement in the standard of efficiency.

The Governor-General's medal for the highest marks obtained in this district in the High School Entrance Examination was won by George S. Emerick, of Nanaimo, with 428 marks.

ELEMENTARY SCHOOLS—INSPECTORATE No. 4.

REPORT OF INSPECTOR J. T. POLLOCK, VANCOUVER.

Inspectorate No. 4 comprises the schools in the City Municipalities of Coquitlam, Port Moody, and North Vancouver; the Rural Municipalities of Coquitlam, Richmond, North Vancouver, and West Vancouver; the graded schools at Howe Sound and Ioco; and eleven assisted schools extending along the Coast waters from Lake Buntzen School on the North Arm to Jervis School on Jervis Inlet.

During the year there was a steady growth in the school population of the cities and municipalities, necessitating additional accommodation and larger teaching staffs. Two wings were added to the Ridgeway School, North Vancouver, thus providing eight modern class-rooms for this growing city, where, for some time, five classes had been occupying temporary and, in some cases, very unsatisfactory rooms. A one-room modern building was provided at Roche Point, in the District of North Vancouver. A substantial building for the use of high-school pupils and providing for home economics was recently opened in West Vancouver Municipality, when four rooms at Hollyburn, which had been used for high-school purposes, became available for public-school use. This enabled the Board to extend consolidation, and the pupils from the one-room schools at Cypress Park and Whytecliff are now being transported to the large schools at Hollyburn, where they have the advantages of closely graded schools. Two new rooms and two additional teachers were provided for the Millside School, in Coquitlam Municipality. In Richmond Municipality two rooms were added to Lord Byng School at Steveston and an additional teacher was engaged. At Bridgeport the accommodation has been overtaxed for some time. However, the Board has made provision for a new high school which they expect to be

completed in October. Then the rooms at present used by high-school classes will be utilized to accommodate elementary-school pupils. At Ioco a room, electrically equipped, was provided and Home Economics classes were started in January.

The majority of teachers continue to render faithful and efficient service. Methods of teaching continue to improve. With few exceptions, attempts at socialized recitations, project-work, supervised study, and the teaching of silent reading are becoming more general. What were at first rather crude attempts now show in some cases a marked improvement as the aim and technique come to be better understood.

ELEMENTARY SCHOOLS—INSPECTORATE No. 5.

REPORT OF INSPECTOR H. H. MacKENZIE, B.A., VANCOUVER.

This inspectorial district comprises the rural municipality and rural and assisted schools (together with those of Chilliwack City) in the Fraser Valley to the number of 154 divisions. In addition to these schools, eight Vancouver City schools, comprising 141 divisions, are included in this inspectorate in regard to departmental examinations, appeals, and all matters that come within the scope of special departmental administration.

All schools outside Vancouver City received one inspection, and so far as time permitted a second inspection was made. A very considerable amount of time was consumed in the matter of special visits to schools or School Board meetings in connection with various matters affecting the departmental administration of the public schools.

In the reports submitted periodically throughout the year the standing, general progress, and all matters relevant to school administration were reported upon. In rating the various skills and performances of pupils in the different subjects of the school curriculum standardized achievement tests were employed. The wide range of tests supplied by the Department to the inspectorial staff made this work of scientific, objective measurement of school results possible. Examination pass-lists, names of prize-winners in physical drill, and various statistical tables appear elsewhere in the volume including this form of report.

In a retrospective survey of the schools of this inspectorate certain aspects of the work cannot fail to give encouragement. In the first instance, I may mention the gradual but sure tendency towards consolidation of schools. This movement is not proceeding with any undue haste, it is true, but gradually the people of the rural municipalities are coming to be convinced of the inadequacy of the one-room school to meet the educational requirements of the present day, and, through their Boards of School Trustees, are inaugurating and extending a policy of consolidation of the higher grades and the transportation of school-children of Grade VII. standing and upwards to central, graded schools. Needless to say, the results of such a policy, wherever adopted, are beneficial and immediate. To the children conveyed from the small ungraded schools, or semi-graded schools, are extended the privileges of a well-organized, graded school, staffed with teachers of experience. The teachers of the smaller schools, relieved of the more arduous work of Grades VII. and VIII., are able to concentrate on the work of the elementary grades, and to give a much more just allotment of time and attention to the teaching of these grades.

Again, the general attitude of our teachers, almost without exception, towards all school activities is most praiseworthy. The great majority of our teachers make no claim to have exhausted all knowledge, but ever display the spirit of a true student and searcher after knowledge and truth. The large number of teachers who spend their money and vacation-time in taking up summer courses at home and abroad bears ample witness to this. An ever-increasing number of teachers are becoming students of the new education and are renouncing the old Herbartian method of the past for a teaching technique based on the findings of scientific, psychological research.

I wish to refer very briefly to the standard of achievement that has been reached in the various school subjects. All conclusions in this matter have been arrived at by a study of the results of the standardized achievement tests given. And just here I wish to state that in a considerable number of schools standard intelligence tests were also given. And from the results of these tests I would boldly state that our native-born, white children are

inferior to none, of whatever race, creed, or colour. The men and women who forced the barriers of the Rocky Mountains were no morons, neither are their children nor their children's children. As to achievement made in the school subjects, I am persuaded that in the "tool subjects" the pupils of this Province have reached a very high standard—standards in the fundamentals of arithmetic, particularly, being high, while spelling and writing maintain the high standard held for some time past. The results in the "content subjects," however, particularly in Grades V. and VI., are not so gratifying. Few teachers seem to have any definite aims in their work of teaching English, history, and geography in Grades V. and VI. Why work, such as English, that is usually well begun in the primary grades, or history and geography, that are generally well taught in the senior grades, should fall away so absolutely in the intermediate grades is one of the serious problems of elementary-school work.

There is one activity, amply provided for on the curriculum, that is sadly neglected in our rural schools, and one that I should fain see given the recognition, time, and attention which it so richly deserves, and I refer to music. Growing up in an environment where Nature manifests herself in a thousand harmonious ways, in the music of the running brooks, in the melody of the full-throated songsters, in the soft cadences among the conifers, in the pibroch of the "pipers of Spring," why should rural children of all Nature's animate creatures alone be mute?

Splendid work has been done in Vancouver City in the matter of vocal music in the schools, and the musical festival, participated in by the school-children of Vancouver, is a joyful experience that one cannot soon forget. Many of our rural teachers claim that they are seriously handicapped in the work of teaching music owing to the lack of a piano or of any musical instrument in the class-room. Parent-teacher societies and chapters of the Imperial Order of the Daughters of the Empire have rendered the greatest assistance towards the establishment of libraries in our rural schools—a work for which these organizations are deserving of much praise. It may be, happily, that these same organizations may come to the assistance of the rural-school teacher in the matter of musical instruction in the elementary schools. Just as the library problem in our schools has been solved to a great extent, so will all other problems be happily and satisfactorily solved by the active, unfeignedly interested, and whole-hearted co-operation of all who are concerned with the mighty problem of education.

And as one views in retrospect the progress of the past few years in our schools it is abundantly evident that from the dissemination of the ideas of the newer education, based upon scientific research into the educational processes, a bountiful harvest will, in due season, be reaped, and that it behoves every one associated with the work of education to seek diligently these truths, for, in the words of the ancient chronicler, "There is a sound of going in the tops of the mulberry trees."

ELEMENTARY SCHOOLS—INSPECTORATE No. 6.

REPORT OF INSPECTOR LESLIE J. BRUCE, VANCOUVER.

Since the previous report this inspectorate has been reduced by the transfer of Burnaby to Inspectorate No. 8, the closing of the schools at Read Island and Refuge Cove, and the closing of the 2nd Division at Vananda; on the other hand, Powell River, Westview, and Britannia Mine have each opened an additional division, and Point Grey has opened fourteen divisions besides adding to its staff two relieving teachers. At the end of the school-year the inspectorate comprised the elementary schools in Point Grey Rural Municipality, thirteen schools in or near Powell River, eight in or near Lund, five schools on Howe Sound, and the Provincial School for the Deaf and the Blind. It also includes the following schools in Vancouver City: Alexandra, Central, Fairview, Henry Hudson, Lord Nelson, and Lord Roberts; these schools I was not required to inspect. Not including those in Vancouver, there were in June thirty-six schools, with 173 teachers. Each teacher received from one to three visits.

The steady improvement in the teaching continues. Not only are the Normal Schools turning out better teachers, but so many teachers are available that School Boards now have the opportunity to obtain teachers who are likely to do at least fair work. Moreover, a very satisfactory number of the teachers are improving themselves by attending summer schools and by reading educational journals and the latest books on the science of education.

ELEMENTARY SCHOOLS—INSPECTORATE No. 7.

REPORT OF INSPECTOR F. G. CALVERT, VANCOUVER.

This inspectorate comprises the schools in the Municipality of South Vancouver, also the nine rural schools of Boston Bar, Chaumox, Concord, Hope, Keefers, Lytton, North Bend, St. Elmo, and Yale. There are twenty-five schools, with a staff of 220 teachers.

During the year 261 inspections were made.

Five hundred and eighty-one pupils were promoted to high school. Of these, 556 were granted Entrance standing without a final written examination. The Promotion Committee based its judgment regarding a pupil's ability to do high-school work upon the results of a series of tests. Terman Group Test of Mental Ability, Thorndike-McCall Reading Scale, Woody-McCall Mixed Fundamentals, and Monroe's Standard Reasoning Tests in Arithmetic were given to all pupils in Grade VIII. In addition to these scores, the principals gave the average mark of the pupil for the year in each subject upon the course of study. How closely these records indicate the pupil's ability to do high-school work will be judged more fully when the correlation between these scores and the pupil's standing at the end of his first year at high school is obtained.

The work in the primary grades in the South Vancouver schools continues to maintain its high standard of excellence. This is due largely to the excellent supervision given this work by Miss A. G. T. Reid.

In South Vancouver the schools are well provided with supplementary readers and other materials, but in the rural schools in this inspectorate there is a dearth of library readers, supplementary class readers, and other materials which go far in assisting teachers to accomplish their work with a degree of efficiency.

The prizes given by the Strathcona Trust for excellence in physical training were allotted this year as follows:—

Miss M. A. Batcheler, 3rd Division, Sexsmith School, South Vancouver.

Mr. W. H. W. Hardwick, 2nd Division, Van Horne School, South Vancouver.

Mr. F. P. Lightbody, 2nd Division, Gordon School, South Vancouver.

ELEMENTARY SCHOOLS—INSPECTORATE No. 8.

REPORT OF INSPECTOR E. G. DANIELS, B.A., NEW WESTMINSTER.

Since November 2nd, 1926, this inspectorate has included the elementary schools of Burnaby, Langley, and Surrey Rural Municipalities, together with those of the Pacific Great Eastern Railway Belt to a point about 25 miles above Lillooet, with a total of 186 teachers.

All classes have been inspected once during the year, while a considerable number were visited twice and a few three times.

Of the 455 Grade VIII. pupils who desired promotion to high school in June, 183 were passed by the Recommendation Committees, and 102, exclusive of medallists, wrote and passed the Entrance Examination.

In all districts of this inspectorate school buildings have been maintained in good repair and the equipment, especially as regards supplementary reading and books of reference, in many cases shows a very commendable increase.

To keep pace with the steady growth of population in their municipality, the Burnaby School Board found it necessary to open seven new class-rooms during the year. On January 15th a by-law to cover the cost of ten additional class-rooms was passed by the ratepayers with a very satisfactory majority. These were constructed in July and August of this year. Two new class-rooms were added in Surrey Municipality and one in Squamish.

In the work of those teachers who attended last year's Summer Schools there is a very noticeable increase in grasp and vision, and in almost every case the quality of service rendered shows distinct and definite improvement.

The work of a considerable number of teachers who have done good work in the past is deteriorating somewhat, because they are not awake to the fact that Summer School Courses and professional reading are necessary in this day of a public demand for increasing efficiency.

Although a few teachers maintain no professional attitude or deportment either inside or outside the schools, the great majority look upon teaching not only as a means of obtaining a livelihood, but as an honourable profession.

ELEMENTARY SCHOOLS—INSPECTORATE No. 9.

REPORT OF INSPECTOR A. F. MATTHEWS, M.A., KAMLOOPS.

Eighty-five schools were in operation in this inspectorate throughout the whole or a part of the year just closed. Of these, seventy-nine were rural or assisted schools employing one teacher in each, one school of two divisions, three of three divisions, and two city schools with a total of thirty-two divisions, making a total of 122 class-rooms in operation during the year.

One hundred and five visits of inspection on which official reports were given were made to schools in this inspectorate during the year. Two visits were made to the great majority of the rural schools, and in addition to these a number of visits was made to districts in connection with school administration, adjustment of school district boundaries, and other special work requested by the Department.

The attendance at the various schools in the inspectorate has been well maintained throughout the year. In several of the rural schools, where the average attendance has been very small heretofore, the growth in school population has necessitated an increase in the accommodation provided for the pupils. One division has been closed in Chase Superior School owing to the removal of a number of families from that district on the closing of the lumber-mill there, and one division was closed in the Merritt schools. The attendance fell off to such an extent in the Barriere River School that it was closed for the latter half of the year.

A new assisted school has been established on the Upper Louis Creek Road in the vicinity of Blucher Hall, and the schools at Knutsford and at Westsyde have been authorized to reopen at the beginning of the present school-year.

An improvement is gradually being made in the accommodation provided for children in the various rural schools. The improvements to school property carried out at Walhachin, Cache Creek, and Spences Bridge are especially commendable, and the same is true of the improvements made to the Green Lake school building. A fine new school building has been erected at Lackenby to replace the one destroyed by fire, and a new school-house is in course of erection at Forest Grove. Better accommodation for pupils should be provided in Sullivan Valley and in Campbell Ranch Districts if the schools are to continue in operation. Better accommodation for two or three of the divisions in the Kamloops City schools should be provided at an early date.

Examinations for entrance to high school were held at seven centres in this inspectorate in the month of June. The percentage of successful candidates from the rural schools in this inspectorate was smaller than the percentage of successful candidates in the whole Province from the same class of schools. This lowering of percentage was due in a great measure to the prevalence of sickness among school-children, weather conditions in outlying districts, and, in particular, to increased attendance in the rural schools, with the consequent multiplication of classes. The graded schools made a much better showing, as was to be expected, owing to their better facilities for instruction. The Governor-General's medal for this district was won by James Wallace Drinkwater, a pupil in the Lloyd George School, Kamloops, and the leader in the Canadian History competition for this district was Alan Smith from Darlington Assisted School. All the other medallists in this competition, with the exception of one from Zetland Private School, were pupils in the Kamloops City schools.

The number of successful candidates for entrance to high school is not always the proper criterion of a teacher's success in a school. Very often circumstances entirely outside of the teacher's control militate against successful work with a Grade VIII. class. Nevertheless, better results would be obtained in the Departmental Examinations if more attention were given to detail in the teaching of the various subjects and to inculcating habits of neatness and accuracy in all written work. Tests on the work covered should be judiciously applied throughout the term, and every effort made to keep the pupils working up to their full mental capacity. The

teacher should not accept any work from a pupil that is not done to the best of the pupil's ability. Careful organization of the school routine and careful preparation for each day's lessons are essential parts of the teacher's work.

I believe that, in general, the character of the teaching in this inspectorate is steadily improving. The teachers are, as a rule, genuinely interested in the work they are doing in the schools and are continually striving for greater success in this work. One evidence of this is the interest they are taking in their local conventions and in their desire to get something there that will be helpful to them in meeting the problems that are continually arising in the class-room. The local Teachers' Convention is a fine medium for the interchange of ideas; it is a sort of clearing-house for teachers' problems, and a source of information on helpful reading-matter, educational topics, and teaching methods in general. It would be a distinct loss to teachers, especially to those in rural districts, if the privilege of attending these conventions were withdrawn from them.

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

Schools of five or more divisions—Mrs. Sadie Marshall, 9th Division, Merritt School.
Schools of two to four divisions—Miss Jessie Patterson, 1st Division, Clinton School.
Schools of one division—Miss Lillian B. Stevens, Duck Range School.

ELEMENTARY SCHOOLS—INSPECTORATE No. 10.

REPORT OF INSPECTOR T. R. HALL, B.A., KELOWNA.

Sixty schools, with a total of 157 class-rooms, were in operation during the year. A new assisted school was established at Testalinda, 6 miles south of Oliver; Mission Creek, Allenby, and Copper Mountain Schools were each increased from one to two divisions; the schools at Allen Grove and Hendon were reopened. Kedleston and Sunnyside Schools were closed because of lack of attendance.

Two hundred and one official visits of inspection were made during the year. In addition, a considerable number of visits were made with the object of assisting with organization, helping inexperienced teachers, etc. I feel that the year has been one of progress. The small assisted school remains the chief problem, for it is here that the less experienced teachers are employed, and it is likewise here that there is the greatest difficulty in obtaining supplies and equipment requisite to successful work. I am glad to note, however, that there is from year to year an improvement in the teaching conditions in these schools and that this improvement has been above average during the past year. In regularly organized school districts Boards have for the most part been most generous, while in the larger graded schools teaching conditions are excellent.

The commendable enterprise of Principal Matheson and the Penticton School Board resulted in the establishment of the Penticton Junior High School at the beginning of the school-year. The success of what is for this Province a pioneer development along educational lines reflects great credit on those associated with the work.

The new regulations governing promotion to high schools have, in my opinion, proved very satisfactory. This is due in no small measure to the spirit of co-operation manifested by public- and high-school principals. Observation and inquiry during the year disclose a very general opinion to the effect that the present method of promotion possesses distinct advantages over former methods.

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

Ungraded schools—Mr. F. Julian Willway, Stevenson Creek School.
Small graded schools—Mrs. A. McClymont, 2nd Division, South Okanagan School.
Large graded schools—Mr. T. Aldworth, 1st Division, Armstrong and Spallumcheen Consolidated School.

There is increasing recognition of the importance of physical education, especially in a few of the larger centres; this important function of the school is not, however, so generally recognized as it should be. Interest in school sports has been greatly stimulated by inter-school athletic meets held in both the Okanagan and Similkameen Districts.

ELEMENTARY SCHOOLS—INSPECTORATE No. 11.

REPORT OF INSPECTOR A. E. MILLER, REVELSTOKE.

During the year the schools at Galena and Seymour Arm were reopened; a second division was opened at Field, where a very creditable two-room building was erected; and an extra teacher, making three in all, was added to the staff of the Athalmer-Invermere School. To offset these increases the schools at Blaeberry and Trout Lake remained closed during the entire year. In all, there were ninety-one schools in operation in this district, with a total staff of 125 teachers, showing a net gain of two teachers (with no change in the number of schools) as compared with 1925–26. 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; six were graded rural schools with a staff of fourteen teachers; eight 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. The Entrance Examination results, a little disappointing in a few instances, were, on the whole, good. The system, inaugurated a little over a year ago, of promoting Grade VIII. pupils of the larger public schools to Grade IX. without examination appears to be working out satisfactorily in this inspectorate, high-school principals and teachers placing themselves on record as highly pleased with the material received in this way.

ELEMENTARY SCHOOLS—INSPECTORATE No. 12.

REPORT OF INSPECTOR P. H. SHEFFIELD, B.A., NELSON.

The boundaries of this inspectorate remained unchanged from the previous year, yet within the district considerable growth and development took place. The assisted school at Blueberry Creek was reopened after being closed for several years. An additional division was opened at Winlaw in October and one at Slocan Junction in January. At Trail five new divisions were added during the year, while Nelson and Glade each added one division. At Grand Forks one division was closed on account of decreased school population. The superior division at Robson did not reopen in September. Altogether there were in operation seventy schools, with 157 class-rooms, and employing 159 teachers.

It is gratifying to note the improvement in school accommodation throughout the district. At Shoreacres a very creditable one-room school was built and made ready for occupation in September. The Doukhobor Community erected additional one-room schools, each with residence attached, at Glade and Brilliant in the Nelson area, and at Spencer in the Grand Forks area. A small school was built at Upper Rock Creek, while additions or improvements were made at Thrums, Slocan Junction, and Fife. At Trail Central School a creditable unit of eight class-rooms and gymnasium was erected in the summer of 1926.

Every school in the inspectorate was inspected at least once, most of the rural schools and some few city schools receiving a second inspection. In all, 221 official inspections were made and reported upon. In addition, many informal visits were made to advise teachers or trustees, or in connection with the routine work of administration.

In June 249 Grade VIII. pupils were promoted to high school. Of these, 196 were granted Entrance standing upon the recommendation of Promotion Committees and fifty-three others were successful in the Departmental Examinations.

This year being the sixtieth anniversary of the Canadian Confederation, patriotic exercises were held in practically every section of the district. To the success of these celebrations the teachers contributed very largely, by preparing their pupils for participation in the drills, pageants, and musical programmes. In connection with the Provincial competition in Canadian history to commemorate the Diamond Jubilee, the names of the medal-winners are submitted elsewhere and need not be noted here. It is sufficient to say that the interest in the competition was widespread and gave considerable impetus to the study of Canadian history.

The prizes for excellence in physical training were awarded to: Miss Agnes E. Jerome, Hume School, Nelson; Miss Margaret V. Reisterer, Salmo; and Miss Elizabeth M. Page, Crescent Valley. In this connection special mention should be made of the physical education programme of the Trail-Tadanac schools. Here physical training is provided twice each week in the gymnasium for all pupils of the intermediate and senior grades. Special competitive displays of physical exercises, to which all citizens were freely admitted, were held on two evenings in June and were highly commended. Sports "meets" were held at Grand Forks, Nelson, Trail, and Midway. At the one held at Midway, organized under the auspices of the local Farmers' Institute, the pupils of some twelve rural schools met in friendly competition.

Throughout the inspectorate the teachers are manifesting a keen interest in their work and in all opportunities for improving their professional efficiency. The Nelson and District Teachers' Convention, held in October, was highly successful and well attended, some 220 teachers being present. Good use is being made, too, of the privileges extended by the Provincial Library and the Nelson Public Library, whereby teachers in remote areas may borrow professional books that otherwise would not be available. The number of teachers from this district who attend one or another of the various summer schools increases from year to year. This commendable attitude on the part of the teachers can only result in increased effectiveness of the class-room instruction.

ELEMENTARY SCHOOLS—INSPECTORATE No. 13.

REPORT OF INSPECTOR V. Z. MANNING, B.A., CRANBROOK.

No change took place in the boundaries of this district, the inspectorate including all the schools of the Cranbrook and Fernie Electoral Districts and the schools in the eastern part of the Electoral Districts of Creston and Kaslo-Slocan.

A comparison with the statistics of five years ago indicates a steady growth. At that time I reported 65 schools, 129 teachers, and 3,755 pupils, while during the past year there have been 3,966 pupils taught by 145 teachers. Most of this increase has been in the town of Kimberley. With the opening of school last September it was necessary again to open three new class-rooms at this point. To accommodate the larger attendance the Board of Trustees had added a four-roomed addition to the central school and built a very fine two-roomed building in the Chapman Camp area. New schools were opened at Meadowbrook, near Kimberley, and at West Creston, while the schools at Curzon and Cooper Creek were reopened. A new room was opened in the Michel District and the status raised to that of a superior school. At this place a twelve-roomed school is under construction and its completion is eagerly awaited, so that the present unsatisfactory accommodation may be abandoned. The schools at Echo Lake and Wasa did not open during the year owing to the average attendance falling below the required minimum.

Of the 129 teachers in 1922, there were fifteen teaching on "permits" and thirty with third-class certificates. During the past year it was not necessary to issue any "permits" and the number of third-class certificates has decreased to thirteen. The number of male teachers has increased to twenty-nine, and of these sixteen spent the past summer at the Department's Summer School or at summer schools conducted by Canadian universities.

During the year I made extensive use of the intelligence and standardized achievement tests supplied by the Department. It is pleasing to note the extent to which standardized methods are now being used by many of the principals and teachers in rating and grading their pupils.

Pupils were recommended for high school without examination at the Cranbrook, Creston, Fernie, and Kimberley Schools, while Entrance Examinations were held at thirteen centres throughout the inspectorate. The number of candidates qualifying for high school by the latter method, while up to the average for the Province, was below the mark of former years. The averages made in the examination subjects in this inspectorate were as follows: Arithmetic, 52; spelling, 47; geography, 54; grammar, 49; drawing, 57; and Canadian history, 62. It will be noted that the results in spelling and dictation are the lowest. A careful inspection of the answer papers in this subject indicates that more time in the class-room must be given to dicta-

tion. The Governor-General's medal for the candidate receiving the highest standing was won by Olive Norgrove, of the Cranbrook Central School, with 413 marks out of a possible 500.

Conventions for the teachers of this district were held at Nelson and Fernie, the teachers of the Kootenay Lake area attending the Nelson Convention and those from the eastern part of the inspectorate attending the Fernie Conference. Large attendances were recorded at both gatherings, which proved both stimulating and helpful.

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

Large graded schools—Miss Lena Wolfenden, 1st Division, Fernie School.
Small graded schools—Mr. Howard Bowes, 2nd Division, Kaslo School.
Ungraded schools—Mr. Earl Marriott, Alice Siding School.

ELEMENTARY SCHOOLS—INSPECTORATE No. 14.

REPORT OF INSPECTOR H. C. FRASER, M.A., PRINCE RUPERT.

The boundaries of this inspectorial district remained unchanged throughout the year and the number of schools varied little from that of the preceding year. There are altogether seventy-eight schools, employing 124 teachers. Decker Lake School was closed and the Cedarvale School, which had been closed for four years, was reopened.

Creditable new buildings were erected at Cedarvale and at Francois Lake. A modern high-school building, large enough to take care of the school population for some years, was erected at Ocean Falls, with suitable laboratories and workshops. Manual-training instruction has been adopted in this town for the boys, and until better arrangements in household economics can be made a course in sewing has been provided for the girls. The auditorium gymnasium in this building is used by both elementary- and high-school classes.

For the first time in years the school-work in many districts was appreciably interrupted by a series of epidemics spreading over the greater portion of the year.

School Boards exercised more than usual care in selecting their teachers. Each year an increasing number of teachers in this inspectorate hold first-class or academic certificates; some School Boards will engage no one with lower standing and many make inquiries as to whether these teachers show themselves progressive by attending summer schools. In line with this demand for higher academic and professional standing, several of our best male teachers resigned to complete their courses at the University.

Examination results compare favourably with those of the Province as a whole; about 70 per cent. of the pupils in Grade VIII. secured entrance to high school. A pupil of the Booth Memorial School, Prince Rupert, Archie Thompson, with 426 marks out of 500, was the winner of the Governor-General's medal for this district.

The Diamond Jubilee of Confederation was suitably and enthusiastically observed in practically all of our schools; many of the teachers remained in their respective districts to assist with the programme on Dominion Day. A fair proportion of awards for the special examination in Canadian history were made to pupils of this district. Cecil Hacker, of the Prince Rupert High School, won second place among high-school pupils of the Province and was awarded the silver medal. William Hodson, of Ocean Falls Elementary School, has the distinction of winning the gold medal for leading the public-school boys of the Province. Of thirty silver medals for public-school pupils, three were awarded to pupils of this inspectorate.

The following teachers won prizes for excellence in physical training:—

Large graded school—Mr. Bergie Thorsteinsson, 3rd Division, Granby Bay.
Small graded school—Miss Camille Peters, 4th Division, Kitsumgallum.
Ungraded school—Mr. A. J. McLuckie, Port Clements.

In closing this report, I wish to bear testimony to the conscientious, unselfish work that is carried on by many of the teachers working under conditions far from ideal, to the excellent showing in Departmental Examinations by some of the pupils from remote centres, and to the courtesy and co-operation of the various School Boards.

ELEMENTARY SCHOOLS—INSPECTORATE No. 15.

REPORT OF INSPECTOR G. H. GOWER, M.A., PRINCE GEORGE.

This inspectorate comprises the schools in the Canadian National Railway Belt east of Endako; those in the Cariboo District as far south as Lac la Hache; and those in the Peace River Block.

During the year the following assisted schools were opened: Quesnel, West; Ten Mile Lake; Lily Lake; Marten Lake; Salmon River; Fraser Flats; Chezacut (Chilcotin). An additional teacher was appointed to the Prince George staff and a second teacher to the Fort Fraser School. In all, there were ninety-eight schools in operation during all or some portion of the year, employing 121 teachers. Of these, one was a graded city school, eight were rural schools, and eighty-nine were assisted schools.

One hundred and seventy-seven visits of inspection were made during the year, as well as a large number of special visits to rural districts in connection with matters of departmental administration. It was again my privilege to inspect the high and superior schools within the bounds of this inspectorate.

Although there have been no marked changes in this inspectorate since my last report, the general tendency has been towards improvement. There were fewer changes among the teachers during the past year than ever before and a larger number of teachers with experience were employed. About 60 per cent. of the teaching staff had two or more years of experience to their credit. In the great majority of cases the attitude of the teachers towards their work has been good.

It is pleasing to note the very commendable effort that is being made by certain teachers in rural areas to give instruction in the secondary-school subjects to boys and girls who would not otherwise have an opportunity to cover the high-school courses. At the last high-school examinations eighteen pupils in rural schools completed the departmental requirements for their particular grade, six passed with supplementals, and eight obtained partial standing.

REPORTS OF MUNICIPAL INSPECTORS.

NEW WESTMINSTER CITY SCHOOLS.

REPORT OF R. S. SHIELDS, B.A., MUNICIPAL INSPECTOR OF SCHOOLS.

There was an increase of 162 in pupil attendance over 1925–26; this increase was for the most part in the elementary schools.

It was found necessary to remove one of the educational landmarks—The John Robson School. For nearly half a century this institution of learning served the youth of this city, and during that time there passed through its doors thousands of pupils, many of whom have become prominently identified with the public life of British Columbia and of Canada as a whole. On January 5th the New John Robson School was formally opened by the Hon. Dr. MacLean, Minister of Education; this school, comprising eleven class-rooms, auditorium, and all necessary offices, such as dental, medical, etc., was erected at a cost of $58,000. We feel certain that the pupils passing through it will ably maintain the traditions of the past.

The past year was one of the most successful in the history of our schools; each department, working at full strength, was well repaid by the progress of the pupils.

The departmental system as used in Grades VI. to VIII. in some of the elementary schools proved most successful and is being extended to take in all elementary schools.

The Manual Training and Home Economics Departments have had a record year and we wish to express our appreciation of the helpful suggestions and co-operation of Miss McLenaghen and Mr. John Kyle.

The physical development of pupils has received every consideration. Inter-class, inter-school, and inter-city sports are well organized and conducted; we recognize the sacrifice of time and convenience on the part of many teachers and appreciate their assistance.

The Medical Department, in charge of Dr. D. A. Clarke and Miss A. Stark, R.N., has, as in other years, closely supervised the general health of the pupils and a most satisfactory condition has been maintained.

Careful attention was paid in all classes to music and the results were gratifying. The Lister-Kelvin School Choir, led by Miss E. Milledge, accompanied by Miss M. Richards, won second place and special mention at the festival held in Vancouver.

The present healthy condition of our school system is due to the harmonious, whole-hearted co-operation of all its school-workers; to the helpful sympathy of all organizations interested in school-life, and to the efficient and ever-ready assistance of the Board of School Trustees, leaders of business, who unstintingly give of their time and energy in order that the youth of our city may have every opportunity so to prepare themselves that when the responsibilities of citizenship shall fall upon their shoulders they shall not be found wanting.

Throughout the year special days were commemorated and to all who assisted we express our appreciation. In November a suitable Armistice Day programme was carried out at each school. On May Day perhaps the most picturesque and instructive pageant in the history of the city was put on by over 2,000 of our school-children. "Confederation" was the central thought, and this, combined with the colourful activities surrounding the crowning of the May Queen elect, made it a day not readily forgotten by the thousands of people privileged to attend.

Near the close of the school term appropriate Confederation programmes were put on at all city schools; we are indebted to the Department of Education for assistance in making these exercises most instructive to pupils and parents.

Consistent with its expressed policy, the School Board has ever been alert to the needs of the pupils of this city. Early in the year a dental clinic in charge of Dr. J. A. Sampson was established; its need and its value to the health and progress of the youth of our schools need not be enlarged upon in this report.

In order that more assistance might be given to girls, the appointment "Dean of Girls" was recommended and approved by the Board; appointments were made to the Duke of Connaught High School, T. J. Trapp Technical High School, and the Central School; appointments at other schools will be made in the near future.

The Trapp Technical High School was open two evenings per week from October 1st to March 30th for evening school instruction. The courses in woodwork, metalwork, electricity, drawing, mathematics, auto mechanics, commercial courses, china-painting, basketry, home economics, first aid, millinery, etc., were carried on much as usual, with increased numbers attending; especially good work was done in teaching English to the non-English-speaking students and to those whose opportunities for the study of English had been confined to evening classes. A pleasing feature of the evening classes was the large number of former day students who came back to pursue further study in special subjects.

Again it is my pleasure to report the keen interest shown by our teachers in the various Summer School Courses offered. During July and August more New Westminster teachers attended than at any period in the history of our schools; this condition is most gratifying.

In June the City of New Westminster and the schools in particular suffered a very severe loss in the death of the Chairman of the Board, Dr. E. J. Rothwell, M.L.A. For many years he devoted himself unsparingly to the cause of education in this city. His deep, practical interest, his fine personality, and his wide experience, especially fitted him for that most important position which he held. His very presence was a source of inspiration.

VANCOUVER CITY SCHOOLS.

REPORT OF J. S. GORDON, B.A., MUNICIPAL INSPECTOR OF SCHOOLS.

CHANGES IN ENROLMENT AND STAFF.

The maximum enrolment for the year—in February, 1927—shows an increase of 678 over that of the preceding year, distributed in the three different types of schools as follows:—

Month.	Public Schools.	Junior High Schools.	High Schools.	Total.
February, 1927	18,713	184	3,262	22,159
February, 1926	18,404	159	2,918	21,481
Increase	309	25	344	678

To provide for this increased enrolment certain changes in the number of teachers employed were made. These may be tabulated as follows:—

	1926.	1927.	1926.	1927.
Public-school teachers			489	496
Ordinary classes	467	474		
Special classes	22	22		
Junior high-school teachers			7	7
High-school teachers			96	103
General Course	61	61		
Commercial Course	15	22		
Boys' Technical Course	17	17		
Home Economics Course	3	3		
Manual-training teachers			22	22
Domestic-science teachers			17	17
Special instructors or supervisors			11	13
Total			642	658
Increase				16

SCHOOL ACCOMMODATION.

Notwithstanding the increase in school attendance during the year and the consequent need of more class-rooms, Vancouver's school accommodation was much better at the close of the year than it was at the beginning. The improved conditions were effected by the completion of the schools referred to in my last annual report.

In Franklin District nine temporary, wooden class-rooms were abandoned when the new fire-proof reinforced-concrete school, with eleven class-rooms and a good auditorium, was completed early in the second term of the year. Eight rooms of the old Grandview School and two temporary class-rooms were also vacated in February, 1927, when the new Grandview School of eleven rooms was completed. The first unit of the Templeton Junior High School, containing nine modern class-rooms, was not completed till the beginning of the second term of the school-year. As this was not a suitable time to begin junior high-school work, and as the rooms were not urgently needed for other purposes. it was decided not to begin work in it till September, 1927.

BUILDING PROGRAMME FOR 1927.

Early in the school-year the Board decided to take immediate steps to begin junior high-school work in the south-west portion of the city as well as in the north-east at the beginning of the next school-year. They also decided to secure, if possible, a sufficient sum of money to purchase suitable school-sites while such could be secured where needed and at reasonable prices. They accordingly appealed to the ratepayers in December for the sums required. These were the following:—

(1.)	New Junior High School, Twelfth Avenue and Trafalgar Street	$215,000
	Addition to Templeton Junior High School, Templeton Drive and Georgia Street	125,000
	Excavations for both schools	10,000
	Furniture and equipment of both schools	50,000
		$400,000
(2.)	School-sites	50,000

Both these by-laws were endorsed—the first by a vote of 5,475 for and 2,189 against; the second by a vote of 4,958 for and 2,289 against.

Work has consequently been proceeding on the two schools, and it is hoped they will both be ready when schools reopen in September.

BUILDING PROGRAMME FOR 1928.

Profiting by past experience, the Board resolved to make its building plans for 1928 early. They accordingly decided in May, 1927, to ask for sufficient funds to complete the Laura Secord School, corner of Lakewood Drive and Broadway, to build a new elementary school at the corner of Rupert Street and Twenty-second Avenue, and to build a new technical school at a point to be agreed upon later.

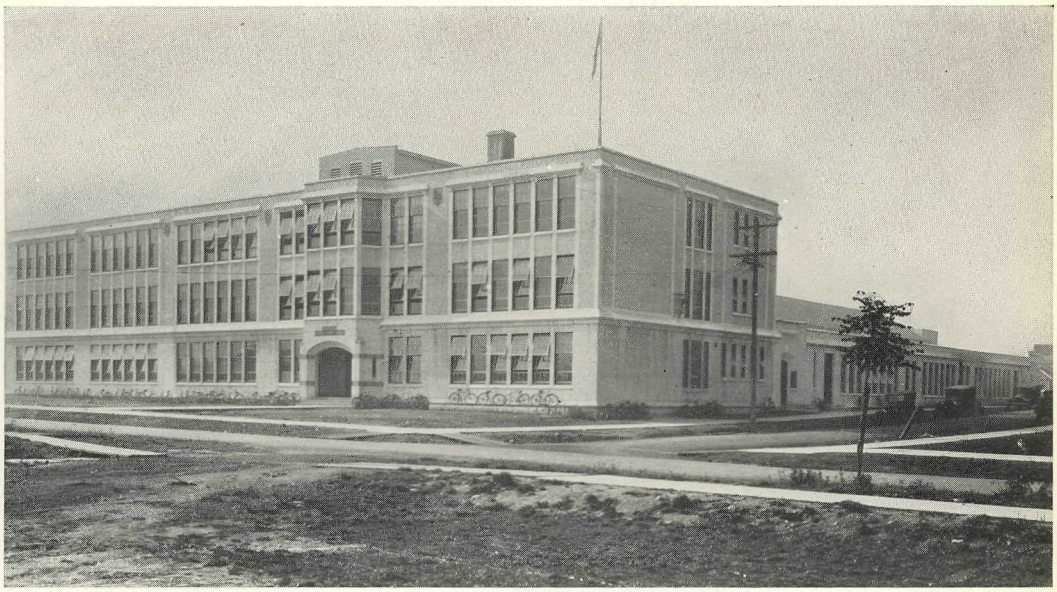
After the usual formalities were observed, two school money by-laws were submitted to the ratepayers on June 25th. The first was for $365,000, the amount required to erect, furnish, and equip a technical school. The second was for $270,000, the amount required to erect, furnish, and equip the second unit of the Laura Secord School and a new elementary school in Beaconsfield District.

Both by-laws were endorsed—the first by a vote of 3,464 for and 2,219 against; the second by a vote of 3,745 for and 1,960 against.

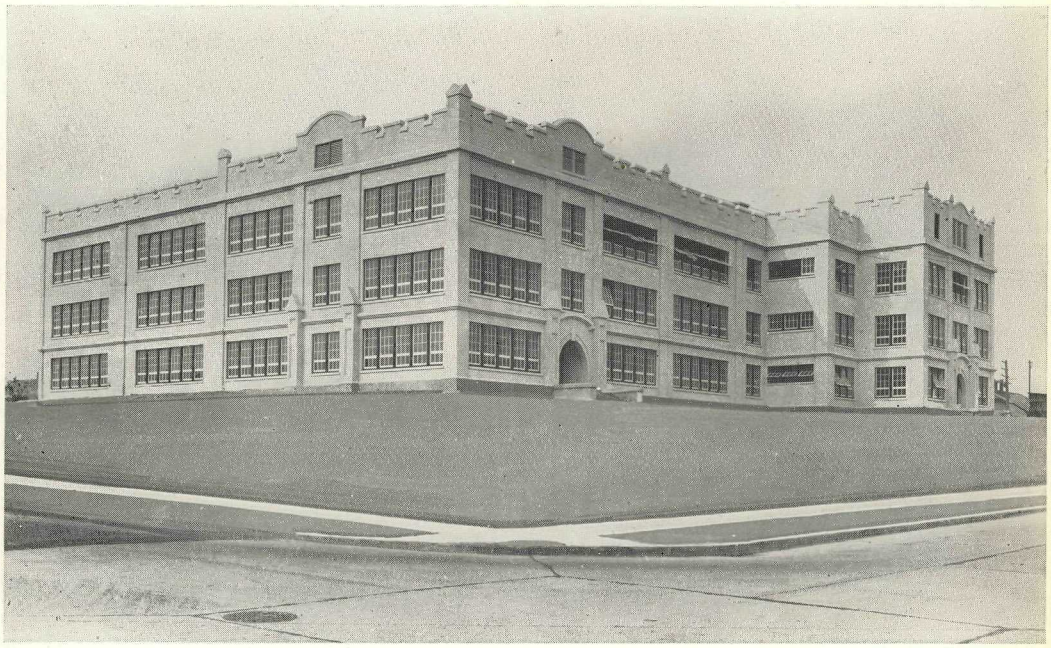
SCHOOL OF DECORATIVE AND APPLIED ARTS.

This school has just completed its second year—a very successful one. In fact, its growth for the past school-year has been phenomenal. In October seventy-six full-time students and twenty-one part-time students were attending the day classes, besides the 432 students attending the evening classes. The pressing need for this school now is proper accommodation. The teachers and students have been working in very cramped quarters for the past year, which should give place to a school in keeping with the ability of the staff, the number of the students, and the importance of the work to be done.

The difficulty of staffing this school, referred to in my last annual report, was overcome at the beginning of the school-year by the appointment of two full-time men to the permanent staff. In Mr. F. Horsman Varley, A.R.C.A., we have secured an artist of international repute as instructor in drawing and painting; and in Mr. J. W. G. Macdonald we have a man well qualified in every way as instructor in design. With such men and the talented part-time local instructors, it is not surprising that the school is attracting students in such large numbers.



FIRST UNIT, TEMPLETON JUNIOR HIGH SCHOOL, VANCOUVER, OPENED SEPTEMBER 6TH, 1927.



KITSILANO JUNIOR HIGH SCHOOL, VANCOUVER, OPENED SEPTEMBER 6TH, 1927.

CHANGES IN STAFF.

The number of changes in the teaching staff throughout the year was comparatively small; but there were seven of these that we report with profound regret. These were claimed by death after terms of very faithful service, ranging from a single term to thirty-six years. Those who thus left us were: Miss H. L. MacDonald, of Dawson School, after 16 years' service; Mr. Leo. B. Brown, B.Sc., of King Edward School, after 4½ years' service; Mrs. Edith Baron, of Livingstone School, after 13 years' service; Miss L. E. Frith, of the Psychological Department, after 21 years' service; Mr. Henry J. Francis, Manual Training Instructor, after a term's service; Miss M. A. B. Pope, of Fairview Junior High School, after 5 years' service; and Miss Bessie Johnston, Vice-Principal of Strathcona School, after 36 years' service.

BUREAU OF MEASUREMENTS.

At the beginning of January, 1928, the Board opened, for the first time, a Bureau of Measurements, placing as its director Mr. Robert Straight, B.A., who, by virtue of his twenty years of very efficient service in the elementary schools of the city, as assistant, vice-principal, and principal, and also by virtue of his fine record as a student of educational problems, had fully merited promotion. Mr. Straight was selected for this position from a large number of promising applicants from various Canadian and United States cities, and in the opening term of the school-year was given leave to visit other cities and make a careful study of such problems as he would have to deal with in his new sphere of work.

The Bureau has been in operation only six months; but in that time it has done good work, giving promise of abundantly warranting its existence. By establishing reasonably high standards in the various subjects for the different grades, and keeping the different schools posted as to how their students rank in comparison with others, it is hoped that a higher standard will be attained in many instances. Valuable assistance is also looked for and may reasonably be expected for principals, particularly of junior high schools and high schools, in grouping their new students according to mental strength. Much time and careful study was consequently given toward the close of the year to students who were to pass from the elementary schools to either junior high schools or high schools.

ORGANIZATION FOR JUNIOR HIGH SCHOOLS.

For over a year junior high-school building operations have constituted the greater part of the Board's building programme. Much thought has also been given to the equally, if not more important, task of organizing the staffs for the two schools to be opened in September. Both tasks, being new, have naturally presented unusual difficulties; but the latter more than the former.

Given a sufficient sum of money, the erection of fairly satisfactory junior high-school buildings is a comparatively simple undertaking; and year after year the undertaking tends to become more simple. The difficulties encountered and overcome one year will not likely give much trouble when encountered later.

It is quite different, however, in the matter of staff organization. It presents difficulties which even a more lavish expenditure of money than seems warranted or possible to secure cannot permanently overcome. The School Board has already experienced much difficulty in selecting the teaching force we deem indispensable to the highest success in the new type of school. Indeed, we have found it almost impossible to secure the limited number of special instructors in art, music, health education, and household arts that we require for two schools with a combined enrolment of less than 2,000. It must also be apparent that the staffing of these two schools in 1927 will make it more difficult to staff equally well other schools later, unless something is done in the meantime to train the teachers required, but not now available, for certain work.

One is justified in entertaining high hopes for the success of junior high schools in this Province only to the extent a proper teaching personnel can be secured. But from Vancouver's experience in organizing two junior high-school staffs of twenty-six and twenty-eight teachers respectively, one may be pardoned for entertaining fears that each new venture along similar lines, year after year, may find the schools with weaker and weaker staffs, owing to the fact that the better material for staffing such schools will have been previously selected. Better salaries alone will not secure the teachers required. They will have to be trained in advance;

and this should not be a difficult matter. There are many bright young teachers in this Province to-day unable to secure teaching positions because there is a surplus of teachers prepared to teach just what they can teach. If some of these, and others holding teaching positions, with special aptitudes for the new subjects that are to be specially emphasized in junior high schools, would only undertake to prepare themselves for the teaching of these subjects, it would prove beneficial both for them and for the schools of the Province.

SOUTH VANCOUVER SCHOOLS.

REPORT OF ALEX. GRAHAM, MUNICIPAL INSPECTOR OF SCHOOLS.

ENROLMENT.

	1925–26.	1926–27.
Elementary schools	7,737	7,895
High schools	853	944
Totals	8,590	8,839
Girls		4,432
Boys		4,407

During the school-year the accommodation in elementary schools has been increased by addition of twelve class-rooms. Wings of six class-rooms each were built to the Moberly and Van Horne Schools. An auditorium room was provided for in the basement of each of the schools mentioned above. An annex of eight class-rooms was built on the High School site to relieve overcrowding in that school. The manual-training centre for this school was moved from the Gordon School to the High School site and established in an annex building. It is estimated that this added class-room accommodation will be sufficient to take care of the increase in school population until the end of the school-year 1927–28.

The staff at the end of June, 1927, was made up as follows:—

	Male.	Female.	Total.
High-school teachers	17	9	26
Elementary-school teachers	40	174	214
Manual-training teachers	9	....	9
Domestic-science teachers	....	9	9
Supervisor (primary grades)	....	1	1
Doctor	1	....	1
Nurses	....	2	2
Inspector	1	....	1
Attendance officers	2	....	2
Totals	70	195	265

This staff, very ably assisted by Inspector F. G. Calvert, of the Department of Education, has completed a satisfactory year's work. Principals, teachers, supervisors, and health officials have given of their best to the work. Close co-operation on the part of all has been manifest throughout the year, making good results possible.

Our teachers are more and more coming to look upon teaching as not a mere means of earning a livelihood, but as a noble profession, calling for much self-sacrifice and the best effort they are capable of.

Our teachers are in general giving more attention to the preparation of lessons and the organization of the daily programme, with the result that more and better work is being done to-day than ever before.

Extra-curricular activities in our schools now call for a great deal of self-sacrifice on the part of all teachers on a well-organized staff. School sports are well organized and conducted with a view to character-building and training in self-discipline. Much credit is due to the teachers who devote time out of teaching-hours to this branch of educational work.

A health-inspection staff of one doctor and two nurses has been able to take care of all health situations and to cope with epidemics quite satisfactorily. Greater efficiency in this department of school-work can only be attained by increasing the nursing staff.

The work in the primary grades has received careful direction at the hands of the primary supervisor, who has worked unceasingly to improve the class of work done in these grades.

The work in the manual training and domestic science has been carefully supervised throughout the year and results have been up to expectation.

The physical training of the pupils has been given due attention, and through physical training physical comfort is improved, thus enabling the pupils to do better work and to do that work with less effort.

In conclusion, I wish to thank the Department of Education, the Provincial Inspector of Schools, the members of the staff, and the members of the Board of School Trustees, individually and collectively, for unfailing courtesy and unstinted support in the work throughout the school-year.

VICTORIA CITY SCHOOLS.

REPORT OF GEORGE H. DEANE, MUNICIPAL INSPECTOR OF SCHOOLS.

The sum of $596,183 was expended for school purposes in the calendar year 1926. Of this amount, the taxpayers of the city contributed $455,278 (76 per cent.), which was 29 per cent. of the total civic expenditures for all purposes.

A substantial grant from the Provincial Government enabled the School Board, with the co-operation of the City Council, to purchase at a very reasonable figure the "Craigdarroch" property, which has accommodated Victoria College for several years. The building is located on one of the most beautiful sites in the city and with comparatively small expenditures surrounding lecture-rooms should provide ample college accommodation for years to come. In such connection it is interesting to note the steady growth of this institution. In September, 1920, the enrolment at Victoria College was 73; in September, 1927, 227.

While the total enrolment of pupils in all schools has varied but slightly during the last five years, there has been a marked increase in the number of pupils attending Victoria High School. In September, 1921, there were enrolled 852; in September, 1927, 1,206. Any further substantial increase will create a serious situation surrounding accommodation.

The year's work in the class-rooms resulted in a good measure of achievement. Too much emphasis cannot be placed upon the necessity of careful preparation with definite objectives for each lesson. The skilful teacher will direct and compel the pupil to put forth a mental effort, without which there can be little intellectual development. This cannot be accomplished in our high schools by "lecture" methods and in our lower grades by merely entertaining the pupils during the lesson period. The pupil must be trained to think and to apply himself diligently to his tasks. These habits will have the greatest influence on his future success as a citizen.

One of the most difficult problems the Victoria School Board has to solve is to administer the schools so as to secure the highest efficiency according to modern standards at a minimum cost to the taxpayer. As the great majority of our pupils never reach the University, the main function of our public schools is to provide opportunities for securing that training which is best adapted to the pupil's future career as a useful citizen. In view of the public demand to keep the tax rate low, improvements such as the organization of middle schools involving large expenditures surrounding new buildings and equipment must be postponed to some future date.

At present the Board, as far as it is financially able, is pursuing the policy, with the approval of the Department, of including in the programme for graded schools some of the courses which are prescribed for junior high schools. As the majority of Grade VIII. pupils continue their studies at the high school, the courses offered in our high school must influence to a large extent the foundational work necessary in Grades VII. and VIII. Additions to the graded-school programme, however, should not in any way jeopardize the main objectives of elementary-school education and should not place an unreasonable burden on either pupil or teacher.

A notable event in the year was the Schools Pageant celebrating Canada's Diamond Jubilee which was staged on July 2nd at the Willows Park by the schools of Victoria District, comprising the Municipalities of Esquimalt, Oak Bay, Saanich, and Victoria City. The highest commen-

dation is due all who assisted to make this the most spectacular and pleasing feature of Victoria's celebration.

The decision of Principal Paul to retire from active duty as Principal of Victoria College at the end of the academic year was deeply regretted by the Board, his associates, and his many friends in the community at large. Dr. Paul has been for so many years connected with educational effort in this city, as Principal of Victoria High School, Municipal Inspector, and Principal of Victoria College since its establishment, that he is looked upon almost as an integral part of our educational system. However, as Principal Emeritus, he will deliver a special course of lectures during the present academic year, thus enabling the students to continue to benefit from his ripe scholarship and impressive personality.

The Victoria High School suffered a severe loss by the recent death of one of its most competent teachers, Miss Jenny Macleod, who was held in the highest esteem by her pupils and fellow-teachers.

PROVINCIAL NORMAL SCHOOLS.

PROVINCIAL NORMAL SCHOOL, VANCOUVER.

REPORT OF D. M. ROBINSON, B.A., PRINCIPAL.

The session opened on September 14th, 1926. During the preliminary term, September to December, 188 students—161 young women and 27 young men—were in attendance. At the close of the term in December, two students with previous Normal School training and teaching experience in Eastern Canada were granted diplomas; four students discontinued the course.

At the opening of the advanced term in January, 182 of those attending during the preliminary term returned. These were joined by nine students with previous Normal School training. In February a teacher from the Mother Country was allowed to attend for six weeks to qualify as a teacher in this Province. Thus the total enrolment for the advanced term was 192. The teacher from the Mother Country finished at the end of March. At Easter nine students were advised to discontinue their course because of unsatisfactory work. Thus the enrolment at the close of the session was 182.

The following will show clearly the enrolment and results of the session:—

	Young Women.	Young Men.	Total.
Regular students	169	28	197
Teacher taking short course	1	....	1
Total enrolment	170	28	198
Withdrew, work unsatisfactory	8	1	9
Discontinued course	4	....	4
Failed	14	1	15
Recommended for interim certificate	144	26	170

We were very pleased that the Department of Education made two additional appointments for the session opening in September, 1926. Mr. William G. Black was placed in charge of instruction in the subjects of educational psychology, the history of education, and educational tests and measurements. Miss N. Vivian Jones was assigned the work in hygiene, folk-dancing, and organized games. Both Mr. Black and Miss Jones have done exceptionally good work during their first year on the staff.

The instruction in physical training was conducted by Sergeant-Major Wallace and Sergeants Ward and Frost. Excellent work was done in this department. Of the 182 students examined, 179 qualified for Grade B certificate.

During the session of 1926-27 the students had abundant practice-teaching. During the term, September to December, the following schools in the City of Vancouver were used in practice-teaching schools: Seymour, Hastings, Nelson, Grandview, Laura Secord, and Florence Nightingale. During the term, January to June, the following schools in the Municipality of South Vancouver were used: Wolfe, Carleton, Selkirk, MacKenzie, Tecumseh, and Gordon. At all of these schools we met with the most kindly assistance—principals and teachers were most anxious to help in every possible way. During the session students were engaged in practice-teaching for eight full weeks—more than double the practice-teaching of any previous session.

In addition to this observation and practice-teaching in graded municipal schools, each student spent a week in some small school in an adjoining municipality. Small schools in Burnaby, Richmond, North Vancouver, West Vancouver, Delta, Surrey, Matsqui, Sumas, Chilliwack, Coquitlam, and Maple Ridge were visited and here students acquired considerable experience in teaching and managing small ungraded schools. We wish to thank the teachers of these small schools for their hearty co-operation in this most important branch of teacher-training.

We are still of the opinion that existing observation and practice-teaching facilities should be supplemented by the establishment of a school in which the members of the staff should be in the closest co-operation with the Normal School in the matters of organization, methods, and

management. For purposes of observation and experimentation by students such a school is an essential in teacher-training.

During the closing days of the session students visited the following points of interest: The botanical garden and stockyards at the University, the Indian village of Musquiam, the saw-mills of the Alberta Lumber Company, the B.C. Fir and Cedar Company, and the Vancouver Lumber Company, the Harbour Commissioners' grain-elevator, the Burrard elevator and the Terminal elevator, the news plant of the *Province* and *Sun*, Ross and Howard Foundry, the Vancouver Engineering Works, Shelly's Bakery, and the Fraser Valley Dairy. These visits proved both interesting and instructive to the students and we wish to thank the managers of these establishments for their courtesy and kindly assistance during these tours.

The session of 1926–27 was a most satisfactory one. The enrolment was not as heavy as in past years and consequently classes were not too large; staff and students were in most hearty co-operation and an excellent school spirit was strongly in evidence.

PROVINCIAL NORMAL SCHOOL, VICTORIA.

REPORT OF J. W. GIBSON, M.A., B.PAED., ACTING-PRINCIPAL.

In accordance with the amended regulations respecting the lengthening of the Normal School session, the annual session covered by this report began on September 14th and closed on June 17th, with the usual school holidays at the Christmas and Easter seasons.

The total enrolment for the year was 137, which was thirty-nine less than the previous year. The following table gives further details of enrolment:—

	Women.	Men.	Total.
Number of students granted interim standing	100	24	124
Number who discontinued during the year	2	1	3
Number who failed	7	2	9
Attended part time without credit	1	....	1
Totals	110	27	137

Of the number who left at the end of the fall term, two were Arts graduates and continued their professional training in the Department of Education of the University of British Columbia. Of those who were granted interim standing, four had had previous training and completed their work at the end of the fall term, while three who had also had previous training entered in January and finished in June. Of the total number to whom interim standing was granted, twelve passed with honours.

As Principal MacLaurin was unable to resume his duties at the beginning of the year, the work of instruction was organized as follows: Mr. J. W. Gibson (Acting-Principal)—Psychology, science of education and school management, history of education, physiology, and hygiene (for men only). Mr. V. L. Denton—History, geography, and school law. Mr. Hy. Dunnell—Art and writing. Mr. B. S. Freeman—Literature, nature-study, and school-gardening. Mr. C. B. Wood—Arithmetic, reading and spelling, grammar and composition. Miss G. G. Riddell—Music and primary-grade work. Miss L. B. Isbister—Household science and hygiene.

Miss Kate Scanlan, as principal of the Model School and teacher of the senior division, conducted the work during the entire year in a highly efficient manner. On account of illness Miss I. Barron, who for eleven years had been teacher of the junior division, was granted leave of absence, her place being filled satisfactorily by Mrs. M. Clifford, a teacher of mature experience in primary-grade work. Miss Barron was able to resume her regular work again in December and to continue throughout the winter and spring terms.

At the end of April Miss M. A. Lucas, who for nearly four years had given faithful and efficient service as secretary and librarian, resigned, and was succeeded by Miss Olive Piercy.

The course in physical training was conducted by Sergeant-Major Bain during the first term and by Sergeant-Major Frost and Sergeant Ward during the second term. Altogether 123 students were awarded Strathcona B certificates.

In addition to the usual course offered in physical training, classes in swimming were organized and conducted at the Crystal Garden natatorium by Mr. W. Gordon Brandreth and Mrs. Brandreth. Approximately seventy of the lady students attended these classes, twenty-six of whom made such progress as to qualify for the diploma of the Royal Life-saving Society. The students were able to secure swimming privileges at the Crystal Gardens at reduced rates and those who participated thoroughly enjoyed the training as well as the recreation afforded. Much credit is due to Miss Isbister in connection with the inauguration of this most excellent form of training and for the encouragement and supervision given to the young ladies during the year. Training in swimming and life-saving is of value under any circumstances, but to have the opportunity of enjoying this instruction under such exceptionally delightful conditions as are to be found at the Crystal Garden is in itself a rare opportunity that every student should take advantage of. To Mr. I. W. Awde, Manager of the Crystal Garden, our thanks are due for many courtesies and for continuous effective co-operation during the year.

An examination of the personnel and qualifications of the students entering the school in recent years reveals the fact that a higher standard of academic or non-professional attainment is steadily being reached. No less than 45 per cent. of the students of this year's class have had at least one additional year in work of college grade, which means that the number of teachers holding first-class certificates is increasing. This movement towards higher qualifications on the part of our young teachers is most commendable and is bound to result in a higher standard of teaching efficiency throughout the Province. It is also gratifying to find that the number of young men entering upon the teaching profession is increasing. This year the young men students constituted 20 per cent. of the total enrolment and 67 per cent. of them held higher than Normal Entrance standing.

Some improvements were carried out inside the building so as to facilitate the work of teaching. An additional room for the teaching of science is being equipped, so that the students will be able to do more and better work in that subject.

The improvement-work on the Normal School grounds has made satisfactory progress. During the spring months I was able personally to supervise the work of grading and planting. In the course of a few more years these grounds will be more nearly in keeping with the fine quality of the building, but much still remains to be done.

The need for a larger area for school games and exercises out-of-doors necessitated the removing of the demonstration gardens from the front section of the grounds. By purchasing two additional lots on the opposite side of the building a very much better site for the gardens has been provided and also a much-needed playing-space for the children of the Model School.

The need of increased accommodation for pupils wishing to attend the Model School has become urgent; in fact, a much more efficient scheme than that now in operation; a scheme mutually advantageous to Saanich Municipality and to the Provincial Government should now be considered. It should be kept in mind that the great majority of the students attending the Victoria Normal School come from the great rural areas of the Province and from towns situated in agricultural districts. No greater service could be rendered in the interests of improved rural education than to give the teachers that are being trained for service in those districts a first-hand knowledge of the most efficient type of rural school and to instruct them objectively in the best rural-school procedure. Our present Model School of two overcrowded divisions is entirely inadequate. It is true that we have available for practice-teaching several of the Saanich schools, but we are able to use them only to a very limited extent during the year. What we now need is a well-organized practice-school of from six to eight divisions, in effect a model rural consolidated school, which would include all of the regular elementary grades and Grade IX. as well, located in not less than 5 acres of ground convenient to the Normal School and under its immediate direction. Such a school established as a joint undertaking of the Municipality of Saanich and the Provincial Government would not be merely a graded city school located in the country, nor even a graded suburban school, but a thoroughly efficient rural school with a modern rural curriculum such as is to be found in hundreds of progressive rural districts all over America. Such a model training-school as this, fully equipped to offer the best type of training along modern lines and having a staff of carefully selected teachers, thoroughly alive to the unrivalled educational possibilities of the country, sympathetic towards its conditions, and well informed as to its needs, would be of inestimable value to the Province. Such a practice-school operated in conjunction with the Normal School would do a great deal towards the general improvement of rural education through the better training of the young men and

women who attend here in preparation for their work as teachers. No amount of lecturing and reading about improved rural education could possibly equal direct observation of and participation in the exercises of such a school. The establishing of this size and type of model training-school would not in any way affect the relationship of the Normal School to the schools of the City of Victoria and of the adjoining municipalities. It would merely afford to the teachers-in-training who come from the outlying districts—"east of Yale and north of the 50th parallel and on Vancouver Island"—a much-needed opportunity of becoming thoroughly acquainted with the finest type of rural school organization and instruction, and would at the same time adequately provide for all of the children of the Municipality of Saanich from the city limits to Cadboro Bay and Gordon Head in Grades I. to IX.

The lengthening of the Normal School term has proved beneficial to the students-in-training, having made it possible to provide for more practice-teaching. The number of lessons taught and the number of hours spent in the observation of teaching have been almost doubled, and more attention is being given to the teaching of series of related lessons and to the routine of school management. During the month of May practice-teaching was carried on in the Saanich schools and in the most convenient rural schools, the students being assigned in pairs to the various class-rooms and becoming responsible, under the guidance of the regular teachers, for the entire school programme for a period of two weeks. This continuous teaching and management has enabled the students-in-training more fully to appreciate the composite nature of the teacher's task and to apply their knowledge of educational principles to its best accomplishment. It has also afforded a valuable opportunity for the staff of the Normal School more fully to evaluate the ability and resourcefulness of the young teachers. Much credit is due to Mr. V. L. Denton for the successful management of this scheme for practice-teaching in the rural schools, as well as for able support in other lines of administration. The problem of arranging for the daily transportation of the students to and from these outlying schools necessitated much careful planning, and I am glad to say that Mr. Denton arranged it all in a most satisfactory manner.

Altogether thirty-eight schools were used during the year for student observation and practice-teaching, and the relationship which existed between the teachers in these schools, approximately 200 in number, and the Normal students was highly satisfactory. To the principals of all these schools we owe much for the unfailing courtesy shown by them at all times and for their hearty co-operation during the period of observation and practice-teaching. The thanks of the school are due to Mr. George H. Deane, Municipal Inspector of Schools for Victoria, and to Inspectors A. C. Stewart and W. H. May for much advice and assistance in organizing this important work of practice-teaching in the schools of their inspectorates.

In conclusion, I wish to state that it has been a real pleasure to have had the opportunity once again of participating in the training of young men and women for the teaching profession, and to have been associated with such a capable and loyal corps of workers as comprise the staff of this school. Their assistance at every turn was cheerfuly given; in fact, so much was done by them throughout the entire year that my own duties were rendered wholly pleasant and comparatively easy. I wish to thank them all.

SCHOOL FOR THE DEAF AND THE BLIND, POINT GREY.

REPORT OF S. H. LAWRENCE, PRINCIPAL.

The enrolment for the year was eighty-three, of whom sixty-four were deaf, seventeen blind, and two both deaf and blind.

The school-work was conducted along general lines, similar to those of former years. The most marked departure was the formation of a special class, composed of children eliminated from all the grades. These children were not acquiring intelligent speech and were not showing an aptitude for lip-reading. Their advancement was so slow that they were retarding the progress of the other children in their respective classes. I took charge of them myself and taught them chiefly by means of written language, and the results obtained have already justified the experiment.

The school as at present constituted has been in operation for seven years, and the question might very properly be asked, What is it doing to justify the expenditure made each year to maintain it? I shall therefore, as briefly as possible, mention some of its accomplishments.

At the close of the year that ended last June one deaf girl and three blind boys received Entrance Certificates, granted on the recommendation of Mr. L. J. Bruce, Inspector of Schools. Two blind pupils, a girl and a boy, wrote the Grade XI. Junior Matriculation Examination and both were successful in obtaining a creditable pass with some margin to spare. Another blind boy received the Higher Distinction Certificate, given by the Associated Board of the Royal Academy of Music and the Royal College of Music, while two other boys received their elementary certificates.

Our efforts were not confined wholly to literary and musical attainments. Instruction was given along vocational lines. The blind were taught basketry, and both blind and deaf girls received lessons in economic housekeeping, plain sewing, and fancy work. The older girls were taught dressmaking and millinery, and the garments made by them reflected both neatness and finished style.

Twenty deaf boys were instructed in manual training and turned out models that would bear close critical inspection.

During the spring and autumn months the boys were given instruction in gardening and general work done about a farm.

A class in typing was continued throughout the year and commendable progress was made in that branch. Typing is very essential for the blind as very few people are able to read anything written in braille.

The school does not pretend to send out its pupils with so complete a knowledge of any trade and skill that they can compete with experts, but it aims to lay such a foundation as will fit the child for good citizenship and become an asset to the State.

Of the number who have gone out from the school, all but a very small percentage are to-day in earning positions. One boy has been with the Canadian Pipe Company in Vancouver for four years, and so satisfactory are his services that he has been retained in slack periods when others have been temporarily laid off. Two other boys are earning good wages at printing, one in Vancouver and the other with the Vernon *News*, Vernon, B.C. Two are doing farm-work in the Okanagan, while another is employed with the Coca Cola Company in Vancouver.

Three girls are employed at dressmaking in Vancouver, three others have positions in a laundry, and two more work in a paper-box factory. They all like their work and try to give good return for the pay they receive.

The general health of the school was good throughout the year. We had an outbreak of German measles in the early spring, but this was almost unavoidable when the whole city was filled with the disease. The class-work was seriously interfered with for a few weeks, but no complications resulted from the disease.

In June two pupils contracted real measles when they were out for the week-end with friends, but the watchfulness of the matron and the supervisors detected the symptoms before the pupils affected mingled with the rest of the school and the infection did not spread.

As the disease was very prevalent in the city and we were receiving children from the city daily, the doctor advised closing the school earlier than the appointed time to avoid any further outbreak. We were thus able to get the children all home free from infection.

I regret to report that at the close of the term three of the teachers resigned. They were all experienced and efficient and with the other members of the staff laboured assiduously in the interests of their respective classes. Miss Thompson left to accept a more remunerative position in New York City, Miss Miller resigned to get married, and Miss McConnell was compelled to give up on account of ill-health. I was able to fill these vacancies with three new teachers who come very highly recommended, and I feel confident that the coming year will be one of progress also.

I cannot close this report without expressing to you, Sir, and to the Honourable the Minister of Education, my deep appreciation of your kindly advice and helpful support at all times, and, further, to record how keenly we all feel the death of the late Premier. The whole school had learned to look upon him as a tender-hearted and loving father.

SCHOOL FOR THE DEAF AND THE BLIND, POINT GREY.

CLASS AT BASKETRY (SCHOOL FOR THE DEAF AND THE BLIND, POINT GREY).

TECHNICAL EDUCATION.

REPORT OF JOHN KYLE, A.R.C.A., ORGANIZER.

MANUAL TRAINING.

Classes in the above subject are conducted in the following cities: Armstrong, Chilliwack, Courtenay, Cranbrook, Cumberland, 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	86
Manual-training instructors	78
Elementary-school pupils attending	11,133
High-school pupils attending	1,910

It will be noted that the centres mentioned are situated in both urban and rural districts; consequently considerable latitude is given to the instructors in drawing up courses suitable to their special conditions. All courses, however, must be sanctioned by the Department of Education and are built up from an understanding of educational principles. Thus it is that we have a Province rich in varied types of manual-training and educational hand-work. We also have excellent examples of manual-training workshops and community centres built entirely by the manual-training pupils. The instructors as a class are progressive and eager to improve their standard of teaching, and they who are fortunate enough to be within reach of the Vancouver Technical School attend classes in advanced work each Saturday morning. The elementary-school manual teacher receives instruction in the subjects required for high-school manual training and for junior high-school industrial arts departments, while those holding high-school qualifications are prepared as instructors for technical or vocational schools. Instructors outside of the Greater Vancouver area have the privilege of attending Summer School courses. So long as we keep this line of advancement intact we shall not want for teachers in junior high and in technical or vocational schools.

The number of centres and instructors in the Province keep gradually increasing and all cities of the first class and all cities of the second class except six now provide instruction in manual training.

The Department of Education has decided to discontinue granting special manual-training diplomas to pupils, as it has had an effect of making people imagine that manual training is an extra subject on the school curriculum instead of being an integral part of school education.

Under the new junior high-school idea the old name manual training is termed "industrial arts," and woodwork is brought into partnership with metalwork, the whole being enriched with the subjects of electricity and home mechanics. This advancement, however, tends to throw further into the background those communities that have not yet adopted a good measure of hand-work. It is to be hoped that at least most of the cities of the second class will definitely decide to install equipment during the coming year and give their students the same opportunities that they would receive in a city of the first class.

TECHNICAL EDUCATION IN DAY-SCHOOLS.

Technical high schools are established in New Westminster, Vancouver, Victoria, and Point Grey; commercial courses only in Burnaby, Delta, Kamloops, Nelson, North Vancouver, Oak Bay, Prince Rupert, Revelstoke, South Vancouver, Surrey, and West Vancouver.

The total number of students attending number 3,272 and they are distributed as follows:—

Centre.	Technical.	Household Science.	Commercial.	Art.
Burnaby	.....	.....	100	.....
Delta	.....	.....	24	.....
Kamloops	.....	.....	41	.....
Nelson	.....	.....	38	.....
New Westminster	147	48	100	.....
North Vancouver	.....	.....	78	.....
Oak Bay	.....	.....	31	.....
Point Grey	55	19	129	.....
Prince Rupert	.....	.....	32	.....
Revelstoke	.....	.....	25	.....
South Vancouver	.....	.....	170	.....
Surrey	.....	.....	27	.....
Vancouver	530	211	870	134
Victoria	163	.....	268	.....
West Vancouver	.....	.....	32	.....
Totals	895	278	1,965	134

These figures show an increase of 1,628 students over those of last year, and yet this is but a fraction of the number that should be expected.

PROPOSED NEW TECHNICAL SCHOOL, VANCOUVER.

A great addition to the attendance of industrial students will undoubtedly be made when a technical school for Greater Vancouver is built, as it will be at this school where the finishing vocational courses will be provided. This technical school will form a link between the high schools and industrial occupations. The Vancouver Board of School Trustees has purchased 25 acres of land in Hastings Townsite and plans are rapidly being completed for a building to house classes whereat preparation and training may be received for some of the most important industries of British Columbia. When this proposed technical school wins public confidence, and when it is understood that a thorough training for industrial life is emphasized, a steadily increasing stream of students will result. Care should be taken, however, to guard the technical school for Greater Vancouver from becoming merely a technical high school and to preserve its identity as a pre-eminently technical or vocational school. The high school of the future will undoubtedly include a technical course as well as courses in academic, commercial, home economics, and in some cases agricultural subjects; moreover, such a composite high school with its parallel courses will do a great deal to prove the foolishness of the idea that one course is inferior to another. The technical or vocational school for Greater Vancouver, however, will mainly cater to the needs of students who have completed the technical high school course, or to those who have found their aptitudes through the exploratory courses at the junior high schools and have an intelligent idea of the occupation in which they desire to engage. Two junior high schools are established in Vancouver and it is safe to predict that a good percentage of the pupils will prove themselves more capable in the line of craftsmanship than in an academic way. If these pupils do not intend to proceed to the university, the technical or vocational school will be the most desirable institution to attend. On the other hand, if the students desire to attend the science course at the university, a technical course at a composite high school should be their avenue of approach. It would seem to be reasonable to expect the university authorities to acknowledge such an educational development as a composite high school, and to increase elective subjects at the matriculation examination so as not to work a hardship on those students who elect to take the technical or home economics courses at the composite high school. The great amount of shop-work in technical courses, which develops effectively the initiative, ingenuity, industry, taste, skill, and self-expression of a student, should surely count for something in admission to the university.

The overcoming of this matriculation difficulty will probably come simultaneously with a decision to transform some of the larger high schools into composite high schools, for one may easily imagine the day when high schools in South Vancouver, Burnaby, and North Vancouver will be impelled to enrich and increase their courses of study, while the technical or vocational

school of Greater Vancouver will continue to work in close co-operation with industry and the Apprenticeship Council of Vancouver.

Point Grey already possesses a junior high and composite high school at Magee, and pupils after they pass through the junior high exploratory courses may take any of the four high school courses provided—academic, technical, commercial, or home economics. The technical department has excellent equipment and the energetic and capable staff understand thoroughly what is required to prepare a boy to become a manly, self-supporting citizen.

In the Vancouver Technical School it was found to be a mistake to divide attention between the work for matriculation to university and direct preparation for industrial life; consequently it was decided to dispense with matriculation subjects. This decision made no appreciable difference to the total student enrolment in the school. Nevertheless, the bright, ambitious young men in the technical or vocational school should be encouraged to go to university and be assisted by a committee of the staff organized for the special purpose of giving vocational guidance. Such a group of students could carry the additional load of a foreign language together with history, and find their way to the university at the end of the fourth year, if not at the end of the third. Their technical training, moreover, would equip them well to earn their living and pay their way through university, and would prepare them particularly well for the work of the applied science course in the university.

VANCOUVER SCHOOL OF DECORATIVE AND APPLIED ARTS.

The Vancouver School of Applied Design, which was opened last year, has been an unqualified success. The enrolment far exceeded all expectations and there is no doubt that the good work done will be found helpful to the crafts and industries of Greater Vancouver. Due attention is being paid to architecture and the kindred studies of interior decoration and furniture design, metalwork in its various branches from wrought iron to the precious metals, clay products and cement, typography and lithography, dressmaking, costume design, and millinery.

Victoria City might well follow the example of Vancouver in this respect, for the public appreciation of both art and music in the Capital City is very pronounced and a serious effort to establish a school of applied art would meet with an eager response. The City of Victoria has made no educational progress during the past year in a technical way. It has not yet been possible to give more than a two-year high-school technical course and none but those who have passed the entrance to high school are admitted to the course. Considering the overwhelming advantages which are given to those pupils who wish to sit the matriculation examination in order to attend university, it is unfortunate that more is not attempted for those pupils who are compelled to participate in industrial occupations without completing a high school course. Victoria High School with its commodious grounds is one of those high schools which is particularly well suited for the requirements of a composite high school. A technical course in such a school and the inauguration of a school of applied art would provide the necessary educational facilities for many students from all parts of Vancouver Island.

HIGH SCHOOL COMMERCIAL COURSES.

Good work is being accomplished in the commercial courses throughout the Province and we have been dependent entirely upon the commercial teachers trained in British Columbia for supplying vacant positions. This makes the commercial condition doubly satisfactory, and to show how the high school commercial students measure up with those from private commercial schools the following statement of awards is appended:—

Awards won by Students and ex-Students of the High School Commercial Courses during the Year 1926–27 at Vancouver and Victoria.

At the Canadian Typewriting Contest held during the spring of 1927 in Vancouver there were three classes into which contestants were grouped:—

(*a.*) The Novice class, the contestants of which must not have begun the study of typewriting earlier than August 1st of the preceding year.

(*b.*) The Intermediate class, the contestants of which must not have begun the study of typewriting earlier than August 1st two years previous to the contest.

(*c.*) The Senior class, open to any typist living in Canada.

The contestants of the Novice class came from students attending the local business colleges and from the high schools. Since most of the business-college students remain in such schools less than one year, their representatives were near the graduating stage. The high-school students were only the beginning classes. Yet, in this contest, the high-school students demonstrated their superiority most emphatically, as follows:—

First place: Miss Dorothy Colpitts, High School of Commerce, Vancouver.
Second place: Miss V. M. Campbell, High School of Commerce, Vancouver.
Third place: Miss M. H. Stevens, St. Anne's Academy, Vancouver.
Fourth place: Miss M. E. Desrosiers, High School of Commerce, Vancouver.
Fifth place: Miss C. M. Diffin, High School of Commerce, Vancouver.

In the Senior or Open class the victory was equally as great. In this division the five cups were won by high-school or ex-high-school students, as follows:—

Championship Cup: Miss M. Hobbs, Britannia High School, Vancouver.
Runner-up Cup: Mr. T. Alsbury, Magee High School, Point Grey.
Accuracy Cup: Miss D. E. Whiles, High School of Commerce, Vancouver.
Underwood Cup: Miss L. Marchese, Britannia High School, Vancouver.
Remington Cup: Miss B. Blewett, High School of Commerce, Vancouver.

Both Miss Hobbs and Miss Marchese were claimed by the Sprott-Shaw School, but their real training was obtained at Britannia High School, where they were known as distinguished typists before they left that school.

That accuracy is of more importance than speed in typewriting operation is the unanimous opinion of all who employ stenographers, and it is a remarkable testimony of the thoroughness of the high-school training to point out that in this contest the only two perfect papers were handed in by high-school students. In the Senior Division, Miss D. E. Whiles, of the High School of Commerce staff, wrote 1,994 words in 30 minutes without a single error. Miss Whiles received her only training in typewriting during the school-year 1924–25 at the High School of Commerce, Vancouver. She won, in this contest, the Senior Accuracy Championship of Canada, beating every contestant from all Canadian schools and colleges. In the Intermediate Division, Miss A. McKibben, a student in the second year of Britannia High School, Vancouver, wrote 832 words in 15 minutes without a single error, winning the Intermediate Accuracy Championship for all of Canada. Miss McKibben received her only training in typewriting at Britannia High School.

Vancouver Exhibition Typing Contest, August, 1927.—First prize, Britannia High School, May Patterson; second prize, Britannia High School, Annie McDonald.

During the school-year 1926–27 the High School of Commerce, Vancouver, won many special awards, among which are:—

(1.) *Typewriting Awards.*—Over 450 medals, certificates, gold pins, etc., from the Remington, Underwood, Royal, and L. C. Smith Companies, for proficiency and speed in typewriting. One Remington typewriter for accuracy at sixty words per minute for fifteen minutes. Senior Accuracy Championship for all of Canada, the student having written for thirty minutes at sixty-six words per minute without a single error.

(2.) *Shorthand Certificates.*—Over 150 shorthand certificates issued by the Isaac Pitman Company for speeds up to 150 words per minute. In these tests the examiners are outside people acceptable to the Isaac Pitman Company and the papers are set by Pitman examiners.

(3.) *Dominion Civil Service Certificates.*—Twenty students passed the Dominion Civil Service Stenographers' Examinations, one winning third place in all Canada. Most of these young people are now employed in Dominion Government offices.

(4.) *Provincial Civil Service Examinations.*—Fifteen students passed the Provincial Civil Service Stenographers' Examinations, one winning second place in British Columbia. In both the Dominion and Provincial examinations the age-limit prevents many of our best students from writing.

(5.) *First-class Certificates for Wireless Operators.*—Eight young men passed the Federal Wireless Examinations, many of whom are now employed in that work. One young man after eight months of study passed the highest in Canada.

(6.) *Where our Students are employed.*—During the past eight years over 2,000 of our graduates have gone directly from our class-rooms into local business offices as accountants, secretaries, stenographers, etc. Many of these are now holding highly paid positions with the firms with which they are employed.

In the 1927 typing competition conducted by the United Typewriter Company in Victoria, thirty-three high-school typists entered for the Senior and Intermediate classes, but there were no entries for the Novice class.

In the final official report from Toronto ten of these contestants received standing in the Senior and one obtained the accuracy prize by writing 68.8 words per minute for half an hour with only eight errors. In the Intermediate class six contestants received standing and one was the runner-up for the speed prize and wrote 55.9 words per minute for fifteen minutes with twelve errors.

When one considers that there were sixty-nine Victoria entrants in all three classes, one must admit that the standard of typewriting in Victoria High School must be highly satisfactory and that it merits public confidence; in fact, the high school commercial work in British Columbia conducted under the direction of the Department of Education is excellent in character. The teachers are well trained for their positions and the results are meeting the demands of those who require office assistants.

Even the smaller high schools have their list of honours. Magee High School, Point Grey, for instance, obtained certificates, bronze, silver, and gold awards from the various typewriter companies. Nine students passed directly from school into the Provincial and Dominion Civil Service, and in the Dominion examination Miss Alice Dearden secured fifth place in all Canada.

While the high school commercial course is of three years' duration, it might be advisable to provide a one-year intensive course for those who must, through economic reasons, become wage-earners as soon as possible. From such a number there would surely be a fair number encouraged by success to carry on for a second year. At all events, the only way a one-year course can be obtained at present is at private business schools set up to supply a pronounced demand from the people, and those who cannot afford to attend more than one year at high school are the very people who most require educational assistance.

Commercial courses are an important part of the technical education programme because of the extensive nature of the work of warehousing and merchandizing. More people are at present engaged in this line of activity than in manufacturing, and with the awakening of the Orient and the settlement of Russia distributing warehouses will increase rapidly on the Pacific Coast. We must guard, however, against the claim that has been made by some teachers that the French language should become obligatory in the commercial course. In South Vancouver the Board has taken this step and all commercial students are compelled to include French in their course, notwithstanding the fact that there is no business need for it in British Columbia. The same cannot be said of Chinese, Japanese, Russian, or Spanish, and the commercial importance of these languages is recognized on the Pacific Coast. The need for them will become greater with the years and their commercial importance will increase with the growth of trading facilities.

The total sum expended on day technical courses, July 1st, 1926, to June 30th, 1927, was $67,835.57, of which sum 50 per cent. was reimbursed by a grant from the Dominion Government.

NIGHT-SCHOOLS.

Night-schools were conducted in thirty-nine cities, municipalities, and rural districts in the Province, with an attendance of 5,176 students. The distribution of classes was as follows:—

Cities of the first, second, and third class: Chilliwack, 12; Courtenay, 28; Kelowna, 38; Ladysmith, 39; Nanaimo, 71; Nelson, 53; New Westminster, 459; Port Coquitlam, 17; Prince George, 28; Trail, 24; Vancouver, 2,713; Victoria, 842.

Rural municipalities: Burnaby, 405; Chilliwack, 21; Esquimalt, 15; Kent, 34; Langley, 12; Maple Ridge, 111; Penticton, 30; Saanich, 70; Summerland, 43; Surrey, 49; North Vancouver, 56; South Vancouver, 576; West Vancouver, 40.

Rural districts: Brilliant, 12; Britannia Beach, 32; Britannia Mines, 44; Coal Creek, 15; Granby Bay, 58; Greenslide, 13; Kimberley, 20; Malcolm Island, 25; Michel, 28; Ocean Falls, 223; Powell River, 52; Qualicum, 25; Spencer, 14; Tsolum, 19.

The undermentioned subjects were 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.

It is becoming more and more important that courses of work be drawn up for night-school instructors; not that such courses should be adhered to in their entirety, but in order that instructors may have a guide in arranging their subject-matter for effective teaching. This step was unanimously agreed to at a recent conference held at Calgary of representatives of the four Western Provinces of the Dominion. Each Provincial representative agreed to compile four courses, and Manitoba has already forwarded one course in electricity and one in forge-shop practice. British Columbia has almost completed a course in building construction, furniture design for cabinetmakers, sheet-metal work, and machine-shop practice. The desire to provide complete courses for junior high school at the commencement of the school-year prevented the completion of the night-school courses in this Province, but during the coming year we hope to keep up the pressure and have on hand as fine a supply of technical material for night-schools as can be obtained anywhere.

It has been gratifying to be of service to the members of Women's Institutes through assisting them to conduct educational work at night-schools. The teaching courses referred to would be invaluable to Women's Institutes, for they are often compelled to engage instructors who have little teaching experience and no teaching devices or equipment ready for the work they undertake.

The splendid foundational work of the Apprenticeship Council of the Building Trades Association should not be overlooked. Although expansion has been retarded owing to labour trouble, yet in the near future there will be considerable expansion. The carpenters were the first group to work with the council, but the sheet-metal workers, painters, plumbers, and plasterers will soon take the final step. When the technical or vocational school in Vancouver is erected and the workshops are being operated, then the Building Trades Association will have an educational centre to place their indentured apprentices for that technical training which is necessary to supplement the work in which they are engaged during the day.

The total expenditure on night-schools from July 1st, 1926, to June 30th, 1927, was $30,447.05, and the Province obtained a Dominion grant of 50 per cent. of this sum.

TEACHER-TRAINING IN PREPARATION FOR POSITIONS IN TECHNICAL SCHOOLS, JUNIOR HIGH SCHOOLS, MANUAL TRAINING SCHOOLS, AND COMMERCIAL SCHOOLS.

It is gratifying to report on the complete success of the system of teacher-training which was begun some years ago in the Vancouver Technical School and to have the work highly commended by the Dominion Director of Technical Education. It has been the custom as far as possible to graduate instructors for technical schools from the ranks of those manual instructors who previous to their entering the teaching profession had been craftsmen. As long as we can continue to do this there need be no fear for the success of technical education, for the instructors are both expert craftsmen and teachers. It was also extremely satisfactory to be found prepared for the educational advancement in junior high schools and to have instructors well trained in industrial arts.

Thirty members were enrolled in these classes, some of whom were normal-trained schoolmasters and some craftsmen. The instructors in charge of the classes have been educated in a very exacting way as educational hand-workers and they are well experienced in teacher-training.

It would seem to be advisable to continue this work of teacher-training, for we were unable to fill all the vacant positions this year, and as far as we know there are no qualified manual instructors out of employment in British Columbia at the present time.

The training of first-class certificated teachers as instructors in commercial subjects is undertaken at Summer School in Vancouver and by a further correspondence system which links up the Summer School courses and permits the members to continue their studies wherever they may be teaching in the Province. For this correspondence service the student is charged $20, while the Department pays a similar amount if the report from the instructor is satisfactory.

The system has provided the Department of Education with an adequate supply of commercial teachers for all new positions, and as all qualified teachers are at present engaged, the training class should be continued. The total sum spent on teacher-training for the year July 1st, 1926, to June 30th, 1927, amounted to $3,923.18, of which the Dominion Government paid 50 per cent.

CORRESPONDENCE CLASSES.

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

This work proceeds with great regularity and for the year 1926–27 the enrolment numbered 184 girls and 207 boys, or 391 pupils in all. The number of lessons corrected and dispatched in this period was 3,689.

Since 1919, when the classes started, until 1927 the enrolment of pupils numbered 1,580. The staff works diligently under obscure conditions, but the result of their labours reach the furthermost corners of the Province. The arrival of the lessons must be an important incident in the lives of the pupils and their parents and we have many expressions from them of their appreciation. Nevertheless, there is an almost unavoidable monotony in the work of learning by correspondence and the necessity arises of introducing brightness and variety into the studies by sending forth supplementary lessons. This has been accomplished by sending to these homes each month a copy of the little school magazine called "School Days," published in Vancouver. The additional contact cannot fail to be a great boon and incentive to further effort. These pioneer families require all the assistance which can be given them to compensate for the hardships and disadvantages of their lives.

While there are many disadvantages when children do not meet their fellows at school, while the enthusiasm of numbers and competition is missing, and the education which comes from social intercourse is lost, yet the pupils of the correspondence courses have some advantages, which may be enumerated as follows:—

(*a.*) Each child is in a class by itself; the instruction therefore is more personal than in a class at school.

(*b.*) The pupil may go rapidly or slowly as time or ability will permit. The slow pupil is not hurried along to keep up with the rest of the class, nor is the fast pupil retarded.

(*c.*) If illness or any other cause compels a pupil to lay aside his studies for a time, he may resume where he left off when the cause of delay has been removed. He does not miss several lessons as he would if attending a regular school.

(*d.*) Questions not understood are repeatedly explained until the difficulties are cleared away, which is not always the case in the class-room.

Lessons in Coal-mining and Mine Surveying.

This work is conducted to prepare men for the examinations demanded by the Department of Mines in the interest of public safety.

The courses embrace the following:—

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, shotlighter's papers (third class).
No. 4. Course of overman's papers (second class).
No. 5. Course in mine-manager's papers.
No. 6. Course in mine-survey work.

For Course No. 1 the charge is $5 per section and for Course No. 2, $10.

These two courses form a fundamental preparation to an intelligent attack on Courses 3, 4, 5, and 6. Children who complete their correspondence-work in elementary-school subjects would be well advised to proceed to No. 1 preparatory mining course, as it will be found to be of high-school standard and of excellent educational value.

The fees charged for Course No. 3 amount to $15; Course No. 4, $25; Course No. 5, $35; and Course No. 6, $35.

The enrolment in the mining courses number 209, but the actual numbers who send in lessons fluctuate with trade conditions.

We should do well to extend the correspondence courses which we so happily began and which are well established. There is very little reason, for instance, why we should not launch boldly into the work so ably conducted in Nova Scotia, New Brunswick, Ontario, Manitoba, and Alberta. We have now the courses and machinery for taking students in commercial subjects such as book-keeping, typewriting, and stenography. We are nearly prepared to give electricity, carpentry and joinery, sheet-metal work, drawing and design. In fact, an opportunity might well be given students to prepare for all examinations demanded by the Provincial Government for stationary engineers, electricians, etc.

The establishment of these correspondence or home-study courses would give the Department of Education the teaching material and equipment necessary to give instruction in some high-school branches to pupils living in sparsely populated districts where it is impossible to expect superior schools. Moreover, it will make possible the introduction of the "Benton Harbour" scheme, whereby the scope of work in small high schools may be broadened and an almost unlimited range of studies may be taken by correspondence. The lessons, however, would be supervised during school-hours by the high-school teacher, thus eliminating the most objectionable feature of correspondence-work. Any high school can introduce the system, regardless of size.

At Benton Harbour twenty-two different courses are offered, in some of which only one student is enrolled. With the exception of two courses, there is not a sufficient number registered for any one of the courses to justify hiring teachers for them. It seems obvious from this that the correspondence plan is not designed to take the place of or to conflict with the regular high-school work, but rather to supplement it with such material and subjects as cannot profitably be offered because of the small number electing them. One of the most interesting features of the plan is its range of influence. Out of the ninety-one students taking courses, seventy were regular high-school students, while the remainder were drawn from various walks of life.

The total cost of the correspondence-work of the Province from July 1st, 1926, to June 30th, 1927, was $4,373.35, 50 per cent. of which was met by a grant from the Dominion Government.

EXPENDITURE.

The total expenditure from July 1st, 1926, to June 30th, 1927, on day technical classes, night-schools, teacher-training for technical and commercial work, correspondence or home-study courses, and expenses of administration amounted to $113,361.85, and of that sum $56,680.43 was paid as a grant from the Dominion.

According to the latest report from the Dominion Director of Technical Education, the Province of British Columbia, while ranking fifth for the cost of administration, stands second in the Dominion for the number of day technical classes, second for the number of night-schools, third for the total number of pupils, and second for the work of teacher-training.

TECHNICAL EDUCATION—HOME ECONOMICS.

REPORT OF MISS JESSIE McLENAGHEN, B.Sc., DIRECTOR.

Classes in both elementary and high schools were conducted in the following cities: Armstrong, Chilliwack, Courtenay, Cumberland, Kelowna, Nanaimo, New Westminster, Port Moody, Prince Rupert, Vancouver, North Vancouver, and Vernon. Similar classes were also held in the following municipalities: Penticton, Point Grey, and South Vancouver, and in the Rural District of Ioco. Classes in elementary schools *only* were held in the City of Victoria and in the Municipalities of Burnaby and Esquimalt.

The development during the year is shown in the opening of new centres at Courtenay, Cumberland, and Ioco in February. Fernie and West Vancouver have completed plans for opening new departments with the beginning of the fall term, while Vancouver City has introduced well-organized departments in both the junior high schools. Point Grey has plans complete for adding two additional teachers in September, leaving the supervisor free from the class-room. The centre at Rutland closed owing to the fact that the teacher's full time was required at Kelowna.

The following is a summary of the statistics from these centres:—

Number of home-economics centres	57
Number of home-economics teachers (including supervisors)	59
Number of high-school pupils attending	2,131
Number of public-school pupils attending	9,298

Home economics as presented in the schools during the past year has been varied both in content and in method of presentation. Generally speaking, it is first introduced as clothing in Grade VI. and is taught either by the grade-teacher, under a supervisor, or by a home-economics specialist. This work throughout the Province has been confined to hand-sewing, so that the number and the type of problems selected have been limited. The choice was not always determined by the interest of the child, but more directly because it served as means of teaching certain stitches which it was deemed advisable that the students should know. Where larger articles were selected, the limitation to hand-sewing resulted in these problems stretching over a period so drawn out as to result in weariness and general lack of interest on the part of the child. It is no longer considered essential that a class have complete control of all hand processes before machine-sewing is introduced. The relative simplicity of machine technique makes it possible for a girl to start early on garment-construction. This means not only an increase in the practical value of the course, but also an increase in the number of problem-solving situations that can be developed.

Through experiments conducted this year we have convinced those in doubt of the advisability of introducing machine-sewing in Grade VI. classes. In each instance it has resulted in a decided increase in interest and in greater pride in achievement. The "cut" shows a Grade VI. class taught by Miss Ella Smith, Kitsilano Public School, Vancouver. Each girl made a gingham dress at a cost of less than $1. This introduction of machine-sewing in the grades necessitates additional expenditure for machines, but it is an expenditure which pays good returns.

In Grades VII. and VIII. the programme has been more varied, but it has been largely confined to cooking and sewing. An attempt was made in many instances to broaden out the course to include more than mere technical processes. A study of materials from the standpoint of suitability of colour, texture, durability, and cost was introduced effectively by several teachers. Originality of design was encouraged. However, in several instances garment-construction was not introduced at all in the elementary grades.

In the food-work in the grades an effort has been made to develop a broader understanding of foods beyond the mere development of technique. The logical procedure—i.e., the preparation of carbohydrate foods, protein foods, etc.—has been displaced gradually by the psychological, in which each dish is prepared because of its relation to a definite meal. Greater attention has been given to actual meal preparation, but this branch of the work can yet be extended. The preparation of individual quantities of foods is gradually being replaced by the preparation of

family quantities, but as this change necessitates new equipment, larger in size, and demands a market for the products, it is necessary that we "make haste slowly."

Teachers have been encouraged, when possible, to teach by experiment new underlying principles in food-study. This method stimulates inquiry and encourages investigation. Home practice-work has been slightly encouraged, but this phase of the work is yet in need of more thorough attention. Both parents and teachers must realize that constant practice is essential for efficiency and that the home is the natural laboratory for that practice. The display of unsupervised problems made by some of the schools is worthy of consideration by those not yet interested.

Unfortunately, many teachers have been handicapped owing to the loss of time in the class-room due to the necessity of copying notes and recipes from the board. This difficulty has been eliminated by the publication by this Department of a recipe-book for the use of elementary and junior high-school classes, which is to be sold to the pupils at a cost of 25 cents. It is to be hoped that this book will not only save time in the class-room for more valuable work, but that it will also be a means of stimulating greater effort in home practice. By its very entrance into the home it should help to secure the interest and co-operation of the parents—something absolutely vital to the success of any home-economics programme.

Nutrition-work is gradually receiving greater emphasis. The teaching of facts in nutrition is not sufficient; the only real benefit received is that which results in changed habits in the lives of the children. A definite check is necessary, and to facilitate this the Department of Education, with the co-operation of the Department of Health, has provided for the use of the home-economics classes the Baldwin-Wood Height-Weight Chart. It is fully recognized that weight for height and age is not the only factor to be considered in determining a child's physical condition, but that when used in conjunction with the diagnosis of the school doctor or nurse it proves a great stimulus to general health improvement.

The work in the high schools in the Province varies greatly. Only three high schools are giving the special course in home economics which extends over three years—namely, King Edward High School, Vancouver; T. J. Trapp Technical School, New Westminster; and Magee High School, Point Grey. The heaviness of the course, together with the general desire for matriculation, bars many students from electing home economics. Four students this year have taken the home economics course combined with the matriculation course, extending it over a period of four years. When home economics is placed on the curriculum as an elective science many of the difficulties which have to be faced will be eliminated. In most instances home economics in the high school is given as a two-year general course. In some cases clothing alone is offered. The time allowed is frequently very limited, but the achievement is in proportion to the time allotted.

School libraries have been strikingly lacking in reference-books on home economics. It is apparent that a cook-book and a book on simple stitches were considered all sufficient. School Boards have responded most generously to an appeal for the most essential books, and I hope gradually to see each centre well equipped. A beginning has been made toward placing books in the hands of the students. "Foods—Preparation and Serving," by Bailey; "The Mary Brooks Picken Method of Modern Dressmaking"; and "Human Physiology," by Ritchie, have been authorized as text-books for senior high-school classes. I hope the time is not far distant when students of home economics will be sufficiently independent to get a great deal of information from the printed page as is done by students of other academic subjects. Too long have teachers been satisfied to "pour in" the desired information. Many students have already been encouraged to begin a home economics library of their own, made up largely of clippings from current magazines and free bulletins. Greater use of illustrative material is encouraged generally. Public exhibits of work have been given generally throughout the Province for the benefit of the public. In the majority of cases the exhibits were a credit to the teacher. Costumes, together with proper accessories, exhibited on the person for whom intended, are of much greater interest than those exhibited on hangers and made available for close inspection. This method of display will be more generally adopted in another year.

Efforts were made to stimulate interest in the newer ideas in home-economics education and to broadcast the best ideas of the various teachers by providing for class-room visiting, by the publication of a news-letter in February, by the circulation of books from the home economics library, and by the visits of the Director of Home Economics to each centre. The convention at Easter offered an opportunity for open discussion of problems and the attendance and enthusiasm

DRESSMAKING CLASS (SCHOOL FOR THE DEAF AND THE BLIND, POINT GREY).

PUPILS OF MISS ELLA SMITH, KITSILANO PUBLIC SCHOOL, VANCOUVER. EACH GRADE VI. PUPIL HAS MADE A *GINGHAM DRESS FOR HERSELF* AT A COST OF LESS THAN $1.

were gratifying. Courses in home economics, for which credit is given at Columbia University, were provided for at the Summer School. Almost 50 per cent. of the home-economics teaching body in the Province attended, indicating that, generally speaking, the teachers are eager for opportunities for self-improvement.

Owing to the lack of uniformity in the work offered throughout the Province it was deemed advisable to call together a committee of leading home-economics teachers to redraft the course of study. This committee met in Vancouver in February, and as a result a new public school course and general high school course were outlined in considerable detail and the special course for high schools was brought up to date. Later in the year a second committee drew up a suggested programme for junior high schools. In each instance these courses are to act merely as a guide to the teacher and should be adapted to the special needs of the community.

The work in the Provincial Normal Schools presents considerable contrast. In the Victoria Normal the work is ably conducted by an efficiently trained specialist. The aim of the work is, first, to give the teachers-in-training an appreciation and knowledge of the subject which would enrich their lives and enable them to be intelligent regarding the relation of nutrition to health. Second, to give training in such phases of the work as can be taught by the grade-teacher in a rural or urban school where it is not possible to secure the services of a specialist. Special emphasis is laid on industrial arts, noon lunch, elementary sewing, and nutrition. The final exhibit made at the close of the term indicated the breadth of the interest stimulated. In the Vancouver Normal, home economics does not appear on the course of study as such and no specialist is engaged. A little elementary sewing and nutrition is taught by interested members of the Faculty, but no unity is given to the programme.

The outlook for home economics in the future appears more promising. The interest of the general public has been greatly stimulated. Trustees are more interested in the type of work presented and are demanding better-trained teachers. It is interesting to note that out of seventeen new instructors appointed this summer, fourteen had secured their B.S. degree in home economics from recognized universities. This in itself spells success. No subject can reach its maximum efficiency without the best teachers. The Margaret Sayward Bursary of $100, presented by the Women's University Club, Victoria, this year, is a stimulus to girls to take a university course in home economics.

ELEMENTARY AGRICULTURAL EDUCATION.

REPORT OF J. W. GIBSON, M.A., B.PAED, DIRECTOR.

My duties as Acting-Principal of the Victoria Normal School during the past year made it impossible for me to give much time to the work of organization or inspection of agricultural instruction throughout the Province. Regular instruction in agriculture was begun in the Courtenay High School and satisfactory work accomplished under the new instructor, Mr. H. L. Buckley, B.S.A. The high schools now offering instruction in agriculture, the instructors, and the number of students enrolled during the year are as follows:—

School.	Instructor.	Boys.	Girls.	Total.
Chilliwack	F. J. Welland, B.S.A.	33	67	100
Courtenay	H. L. Buckley, B.S.A.	20	30	50
Kelowna	J. E. Britton, B.S.A.	25	22	47
New Westminster	A. M. McDermott, B.S.A.	17	50	67
Penticton	V. B. Robinson, B.S.A.	14	26	40
Salmon Arm	W. H. Grant, B.S.A.	30	29	59
Summerland	Kenneth Caple, B.S.A.	17	23	40
Victoria	H. O. English, B.A., B.S.A.			
	G. V. Van Tausk, M.A., B.Sc.	100	99	199
Totals		256	346	602

Whilst these instructors are technically qualified as specialists in science and agriculture, they are usually called upon to teach other high-school subjects as well. Perhaps the chief danger from the standpoint of efficiency of instruction in agriculture, or other science subjects, lies in the fact that the time of these instructors is too completely occupied in class-room instruction. If the teaching of agriculture is to be saved from the barrenness and futility of mere book-learning and lecture-work it must include a great deal of field and laboratory study. In order to reach its maximum value the study must maintain vital contact with the practical agricultural problems of the Province and of the local community. For this reason, if an instructor is to do justice to the subject, he must have a reasonable amount of school-time free for the planning and preparation of excursions, for garden-work, and for laboratory experimentation. This is a matter which every science-teacher appreciates and which every high-school principal should carefully consider in the allotment of class periods.

AGRICULTURAL INSTRUCTION IN ELEMENTARY SCHOOLS.

During the last three years no special inducement has been offered to teachers in elementary schools towards the conducting of practical work in elementary agriculture and no special reports from teachers have been called for. For this reason accurate information relative to the character and extent of the work done is not available. Many teachers conduct practical work in gardening and other agricultural projects as a matter of improved method and without reporting it officially. Grants are allowed towards operating expenses of these projects only when 50 per cent. or more of the pupils enrolled in the division take part in the work and when application for recognition is made through the School Board. During the past year grants of this character were paid out to the following School Boards on work done in thirty different schools: Grand Forks, Lazo, North Vancouver Municipality, New Westminster, Salmon Arm City and Municipality, Springhouse, Summerland, Surrey, and Victoria. A few schools maintain very creditable school-gardens and turn them to valuable educational use, but in too many cases demonstration-work in school-gardens has been completely abandoned. Grants to School Boards to meet one-half the cost of operating school-gardens are still available, but only a few continue to qualify for these grants. There is nothing compulsory about it, and unless the teachers themselves believe in the educational advantages to be gained and take the lead school trustees can hardly be expected to do very much. In some cases local organizations such as Women's Institutes, Parent-Teacher and community associations have sponsored the work and have

rendered highly efficient service. Although the project method of instruction, that so many teachers profess to believe in and which some are following with a fair measure of success, really began in connection with school and home gardens and other forms of direct agricultural instruction, it has come to be applied more of late to other subjects of the curriculum where various forms of manual construction can be utilized.

HOME-GARDEN CLUBS AND SCHOOL FAIRS.

Home or out-of-school projects in gardening are being followed successfully in a number of districts and are steadily gaining in favour. During the past year some very successful home-garden clubs were reported from the districts already mentioned. As a further encouragement to home-project work and as a stimulus to all departments of school-work the holding of school fairs is encouraged and special grants allowed. A school fair may be held separately or in conjunction with a regular district or agricultural fair. This public exhibition of children's work helps to give them a greater interest in their own school achievement. It has an additional value in that it helps to place before the parents and the public generally tangible evidence pertaining to the character and excellence of the work accomplished in the schools of the districts represented. The school fair is held under the auspices of the School Boards concerned or of some local organization approved by them. Most agricultural fairs have children's sections and find them advantageous as added attractions. During the past year grants were paid to school fairs held at Ashcroft, Burns Lake, Chilliwack, Fort Langley, Grand Forks, Lazo, Lynn Valley, Rolla, Salmon Arm, Surrey, and Valdes Island. Some of the larger fairs also include competitions for boys and girls of school age in the judging of fruit, field crops, poultry, and live stock. The management of the Vancouver Fair and of the Provincial Fair at New Westminster give special inducement to junior judging teams from all parts of the Province by paying their railway transportation to the fair in addition to the giving of valuable prizes. Valuable trophies for annual competition have been provided by the British Columbia Stock-breeders' Association, the British Columbia Poultrymen's Association, and the British Columbia Agronomists' Association. To show how widespread the interest in these competitions has become some of the awards recently made at the Provincial Fair at New Westminster are given. In the judging of five classes of live stock the team from Ladner came first, one from Natal second, and one from Golden third. In the judging of poultry the team from Natal came first, with New Westminster second. In the judging of field crops the team from Kelowna came first, Ladner second, Golden third, Natal fourth, New Westminster fifth, and Prince George sixth, whilst the highest individual was from Richmond. In former years teams from other Interior points, such as Chilliwack, Kamloops, Langley, Summerland, Penticton, Cranbrook, Salmon Arm, Armstrong, Merritt, and Peace River, have participated. In every case the boys and girls composing these teams are specially trained by volunteer coaches, who usually organize classes locally and select three of the best to represent their respective districts. It is a noteworthy fact that not infrequently the girls have outdistanced the boys in these judging competitions. Much remains to be done towards the better organization of suitable junior agricultural clubs and judging-work throughout the Province, much of which could be linked up with agricultural instruction in high and superior schools.

IMPROVEMENT IN SCHOOL-GROUNDS.

Some progress is being made in the improvement of school-grounds in different parts of the Province, and although it takes years to make a really good school-ground, there is a constantly growing number of such grounds in the Province. Some rural districts are surpassing the cities in this matter. The æsthetic value of good school buildings and grounds, as well as their practical utility, is more and more coming to be recognized. "School-houses are not only the temples we erect to the god of childhood," said Dr. Claxton, late Commissioner of Education for the United States, "they are also the homes of our children for a large part of the day through the most plastic years of their lives, the years in which they are most responsive to impressions of beauty or of ugliness and when their environment is, therefore, most important." This is also true, of course, of the school-grounds. The establishing of a Provincial Schools Nursery has already meant a great deal to the schools of British Columbia, and if adequately maintained will help to place the Province in the enviable position of having the best-kept school-grounds in Canada. Yet there are School Boards that are negligent in this matter and that need to be constantly urged to make even the most necessary improvements. The education of school-

children is no longer confined to the class-room. The whole school plant is involved in their training and development. For this reason certain standards in school-grounds and equipment should be insisted on. Satisfactory school-sites should be assured, for instance, before Government grants are paid towards the cost of school buildings or before plans of buildings are approved. Mistakes in the selecting of school-sites, and also in the locating of school buildings on school-sites, are often as irremediable as they are expensive, and the time has come when the services of a trained specialist in modern school administration as relating to both rural and urban schools, one thoroughly conversant with modern school requirements and practices, should be made available. Indeed, modern educational procedure calls for the services of the specialist at every step in the interests of economy as well of educational efficiency.

The school of the future, whether in city or country districts, must be built to suit the work which is to be conducted in it, and the school programme is changing—has already changed. Our best rural districts are making real progress in improved school accommodation. One of the most modern school buildings in the Province is the Delta Central School, opened last month at Ladner. It is located at the south side of the village and opened in September, 1927, and is one of the most modern school buildings in British Columbia. The exterior of the building is stucco laid on hollow tile; the roofing is an asbestos base covered with crushed red slate; the furnace-room is lined with asbestos and sheet metal, so that the building is almost fire-proof.

The lower floor is on a level with the ground-line, so that there is no excavated basement, a very desirable feature in most school buildings, as the rooms on that floor can then be constructed and lighted as well as any others in the building. The entrance to the lower floor is by a doorway at either end of the building, and leading to a long, well-lighted corridor, on one side of which are four excellent class-rooms and on the other the play-rooms, one in each wing, well lighted and heated and with concrete floors, rough walls, and ceiling. Leading from each play-room on one side is an entrance to toilets and on the other an entrance to a well-lighted and heated lunch-room, which is provided with tables and benches. Situated in the centre between the two play-rooms on this ground floor is the furnace-room, with its two cross-connected hot-water furnaces, heated by an automatic oil-heating system, a clock-switch lighting the fire in the morning and turning it off in the evening, while a thermostatic control regulates the temperature of the entire building. The electric motor and ventilating-fan are also located here.

On the upper floor there is also a central corridor with four large class-rooms on the front of the building corresponding to those on the ground floor below. On the opposite side of this corridor and in the centre of the building is the entrance to the auditorium or assembly-hall, which extends back to the rear of the building and is capable of seating 250 people. The entrance to the auditorium communicates by a stairway with the front entrance of the building and at the opposite end are two fire-escapes (*see* cut on opposite page). The principal's office is located on one side of the entrance to the auditorium and the teachers' room on the other. Off this upper corridor there are also two class-rooms, one in either wing and immediately above the two play-rooms. All class-rooms are well lighted, each having five large windows on the pupils' left and reaching almost to the ceiling. The blackboards are of Sterling slate, which is next best to real slate. The wardrobes take very little additional room, being located in the walls at the back of each class-room. A partition comes down from the ceiling to within 7 feet of the floor, and this 7-foot section in covered while the classes are in session by pulling down solid, weighted shutters, the fronts of which are used as pinning-boards or as additional blackboards. An opening is left at the bottom of each shutter, through which warm air, drawn by the fan ventilating system, ascends and dries any damp clothing as it passes out into ventilating-flues in the walls above. The building is well placed in a good ground containing between 4 and 5 acres, and ample provision has been made for a sports-field, for recreation-grounds for girls, and for lawns and decorative planting.

I am indebted to Mr. G. H. Campbell, principal of the school, for much of the above information, and to Mr. Taylor, of the Ladner Studio, for the photographs from which the accompanying cuts were made.

Twentieth-century education, both in theory and practice, is radically different from that of the nineteenth and calls for different equipment. Every means for safeguarding the health of teachers and school-children, for promoting educational growth and social adaptability, and for bringing young people to an intelligent appreciation of the leading vocations of the people should be made use of in both city and country. They must be given a chance to engage in more

DELTA CENTRAL SCHOOL, FRONT AND END VIEW. ERECTED 1926, LADNER.

REAR VIEW OF DELTA CENTRAL SCHOOL. GIRLS' LUNCH-ROOM AT LEFT, BOYS' AT EXTREME RIGHT, AND ASSEMBLY-HALL IN CENTRE.

varied activities than in the past. The day of the single class-room, with its stationary unadjustable desks, blackboard, and a teacher's table as the sole working equipment, has passed. Besides the regular class-room, the improved one-teacher school now includes a small library-room, which may also serve as a teacher's room, a work-room for boys or girls, or for both, and a lunch-room provided with a stove where the hot noonday lunch can be prepared. As has been stated, the school is really the child's home during a large part of the day and should provide good living conditions as well as facilities for both work and play. The old-fashioned school does not do this and our modern society must see to it that the school of the future will not impose any unnecessary handicaps to the fullest and best development of children. The school-life of the child must be an ever-abounding life—life at its best at progressive stages, physically, intellectually, æsthetically, morally, and socially; and the whole school plant—rooms, grounds, and equipment—must be made applicable and adequate to his growing needs.

Agricultural education is of value in both city and country, but the challenge of the country demands more than mere instruction in things agricultural; it calls for equal educational opportunity for its future citizens, and that can be brought about only through sane educational reorganization.

SUMMER SCHOOL FOR TEACHERS.

REPORT OF JOHN KYLE, A.R.C.A., DIRECTOR.

The Provincial Summer School for Teachers was held in Victoria from July 4th to August 5th, 1927. The school consisted of a student body of 364, together with a staff of thirty-four instructors. A Demonstration School was also organized, having 230 pupils and a staff of nine instructors. The courses offered and the number enrolled in each are enumerated below:—

Nature-study	22
Social Science	6
Physical Training	13
Health	14
Folk-dancing	68
Primary Grade	94
Vocal Music	38
Choral Singing	69
Music Supervisors' Course	17
Art Courses (including Applied Art)	98
English Literature and Expressional Reading	45
Home Economics, Clothing, Nutrition, and Elementary Sewing	33
History	41
Geography	52
Penmanship	75
Manual Training	27
Demonstration School	230

Of the number in attendance, 310 were women and 54 men. A further classification may be made as follows:—

From cities in British Columbia	108
From rural municipalities	89
From rural and assisted schools	84
Unclassified and without schools	65
From points outside of British Columbia	18
Total	364

Among the instructors were Dr. H. M. Leppard, University of Chicago, and Miss Lillian Locke, Teachers' College, Columbia University, New York. The former gave lectures in the subject of geography and the latter in the subject of clothing.

COURSES OF STUDY, WITH THEIR CONTENT AND AIM.

Health Education.—The aims of this course may be briefly stated as giving teachers the knowledge which will enable them to instruct children and parents to conserve and improve their health and to establish right habits and principles of living in order that abundant vigour and vitality may be assured. The subject-matter was thoroughly checked by Dr. H. W. Hill, Head of the Department of Nursing and Health at the University of British Columbia, and by Dr. Young, Provincial Department of Public Health. In accordance with this idea the work was divided into three parts: (*a*) The Child Health Programme, embracing first-aid, home-nursing, and a study of preventive measures; (*b*) folk-dancing, physical exercises, and playground games; (*c*) aquatics. An important part of the health programme was the folk-dancing. Here could be seen exercise, co-ordinate muscular action, and recreative mental stimulus at its best. The lessons proved conclusively that nothing could be more wholesome, lovely, and conducive to perfect physical well-being than folk-dancing.

Physical Training.—Physical education was attacked from a slightly different angle this year, postural training being the key-note of both theoretical and practical work. Stress was laid upon preventive exercises to combat common school deformities which handicap children in their fight for good health. In addition to this, Swedish exercises, club, and general gymnastics

performed to music were undertaken each day. A class in swimming and life-saving met regularly at the Crystal Gardens and a number of teachers passed the test for the certificate and bronze medallion of the Royal Life Saving Society, London, England.

Home Economics.—Under this head the course was divided into the following: (*a*) Clothing and Nutrition Course for Elementary School Teachers and (*b*) Clothing Course for Teachers of Home Economics. In the latter the aim was to stimulate rigid self-criticism on the part of the individual teacher: First, of her own methods of teaching this phase of home economics, and, secondly, the content of the course as she is offering it. The subject was considered from two angles—namely, appreciation and technique. In teaching appreciation the endeavour was to arouse an interest to improve standards of dressing from the standpoint of beauty, practicability, desirability, health, and economy.

Course in Teaching Methods and Manual Arts for Elementary School Teachers.—The students in this course obtained a survey of recent developments in educational theory and the significant results of experimentation in the elementary field. The work was organized chiefly around the common school subjects and an effort was made to interpret theoretical principles in terms of method. Considerable attention was given to curriculum studies and the newer types of school organization and class procedure. Observation in the Demonstration School was an important feature of the course.

The object of the Manual Arts Course was to prepare teachers to handle successfully various materials which will help them to develop self-expression, artistic taste, and manual dexterity in their pupils. Teaching projects suitable for Grades I. to VI. were carefully planned, using materials which are accessible to teachers. A special effort was made to correlate art, language, reading, nature-study, and number-work.

Nature-study.—The purpose of this course was to give teachers a sympathetic understanding of those natural phenomena with which the child comes into frequent contact. These were mainly plant- and animal-life studies, though underlying principles and fundamental natural laws were also treated. Discussions were engaged in regarding the life-histories and habits of plants and animals commonly found in different parts of the Province where teachers work, showing what lessons can be drawn from such studies and in what way the plants and animals are of economic importance, thus providing teachers with subject material wherever they may be located. In general the aim was to show the teachers what to teach, how to teach, and how to obtain the necessary information.

English Literature.—An appreciation of the essential qualities of good literature was developed and applications showing the fundamental principles were studied. These were considered in relation to the teaching of poetry and prose selections.

Reading and Expression.—This subject should have been termed "The Foundations of Expression." Exercises were undertaken to develop correct speech and right and enduring use of the voice. No imitations, rules, nor conventional artificialities were allowed. An endeavour was made to secure ease, precision, and harmony within themselves and to understand the establishment of health, voice, and normal adjustment of body.

Vocal Music.—The work of this class included the subjects of voice-culture, sight-singing, rhythmic work, the artistic interpretation of songs, as well as the study of the growth of music from early times, and also the study of great composers with illustrations of their works; in fact, it embraced the full vocal course as indicated in the Programme of Studies. Students were thus enabled to obtain a comprehensive knowledge of the important subject of singing in schools, of the requirements of the various grades, and also of becoming familiar with the New Music Series recently prepared for the use of the schools in the Province.

Choral Singing.—This class dealt specifically with group singing of a more advanced type and with the organization and conducting of the school choir. Emphasis was placed on imagination, picturization, atmosphere, word-painting, tone colour. A comprehensive programme of songs suitable for school use was carefully selected.

Music Supervisors' Course.—More advanced training was undertaken in obtaining the finer qualities of choral singing generally and interpretation particularly. The problems, aims, and ideals of the music supervisor were discussed and much was accomplished to make music beautiful, attractive, and inspirational.

Art Courses.—The First-year Art Course was primarily a refresher course and dealt entirely with the public-school drawing and design. Blackboard-work, the teacher's best means of illustration, formed an important part of the course. The teachers were encouraged to work in

various mediums to stress accuracy of observation in object-drawing and to develop an orderly sense of arrangement and knowledge of colour-harmonies in design.

The Second-year Art Course dealt with high-school work, nature-studies in water-colour, pastels, pen-and-ink, and still-life—groups of fruits, vegetables, etc.

The Third-year Course was arranged to suit those who wished to supplement the knowledge of art and design gained in the First- and Second-year Courses. By outdoor sketching the students were enabled to see the harmonizing of colour in nature's great colour schemes. Such points of interest as Beacon Hill Park, Mount Douglas Park, and the wharves were visited for that purpose. Figure-drawing, picture composition, and poster art were all studied.

In Applied Art stencilling was undertaken, block-printing, fabric design, posters, Christmas cards, and cover designs for practical use. The arts of pottery-making and weaving were featured. These crafts could be followed from the simple clay forms built by hand to the more beautiful shapes thrown on the wheel. Glazing and firing were practised and a most complete course from the crude clay to the perfected product was carried out. In a similar way wool-weaving from simple cardboard looms made by children to the full-sized hand-loom was followed and a complete demonstration of carding, spinning, and weaving was seen. The same idea could be carried out in paper-making; from pulp to the complete book and in copper, silver, and gold. Each of these deal with the natural resources of British Columbia and lend themselves to the most recent ideas of teaching geography.

Art Appreciation lectures were regularly delivered on art and craft work from the earliest periods to the present.

Social Science.—The Course in Social Science was designed to assist the members of the group in acquiring greater familiarity with their social, political, and economic environments. An organized training in appreciation of all phases of community life qualifies the teacher for intelligent leadership in the school district. Moreover, equipped with a broad understanding of life—its ideals, its handicaps, its achievements, its failures—the teacher is enabled the better to correlate all subjects in the Course of Study to every-day life and to become a wise counsellor to the pupil not only in the economic problem of how to make a living, but in the wider field of how to plan a well-ordered, useful, and happy life.

Geography.—The Course in Geography was given in the light of the most modern teaching methods, for the nature of the subject has changed radically during recent years. The traditional study of rivers and mountains, the exports and imports, are grudgingly but surely giving way to a study of human affairs in their relation to the natural environment. The purpose of geography was described and explained, the relations between human activities on the one hand and the natural scenes of such activities on the other; between man's travelling, playing, building, earning a living, and the natural environment of lake and river, forest and prairie, soil and mineral, rain and sunshine. It was pointed out that with such an aim the geographic study of British Columbia, for example, deals with what the people of the Province are doing or may do, with how they are doing it, with where they are doing it, and emphatically with why they are doing these things.

History.—The students taking the Course in History covered in brief review the main periods of British history. Lessons in the Demonstration School on Roman Britain, Saxon England, and Norman England were observed and large projects in flour, salt, and colour were worked by the pupils to illustrate Roman roads, a Saxon village, and the manorial system. Some of the main points in the colonization of North America were also dealt with during the session and altogether a highly instructive course was given.

Penmanship.—The Penmanship Course gave teachers systematic daily practice in handwriting and a comprehensive course in the pedagogy of the subject. Emphasis was placed on the ability to write legibly, rapidly, and beautifully. A few of the phases of the subject which were discussed were methods of developing and maintaining interest and enthusiasm among pupils, socialization of the writing lessons, the use of standard scales and measurements.

Manual Training Courses.—These courses were held in Vancouver Technical School and the students were composed of elementary-school manual-training instructors who were either preparing for the High School Manual Training Certificate or preparing to teach in a Junior High School. While most of the work was at the bench, yet each day a study and conference period was held whereat works on educational psychology were studied. Amongst the various activities of the men, courses of work in metal and electricity were prepared for the Junior High School.

Library.—The Victoria High School library was augmented by well over a thousand books from other sources, the collection comprising the best material on every subject in the school curriculum. Displays were made in the library of material for teaching these subjects and exhibits from various publishing-houses were arranged. Pictures for art appreciation and as aids to the teaching of history and geography were also on view and a most encouraging response from the student body was the result.

Demonstration School.—This school, which was in charge of seven teachers, proved a great boon to the Summer School students. Never before has such extensive use been made of the class-rooms for observation, and each day classes of children were taken to a lecture-room set aside for the purpose, where demonstration lessons were given in geography, history, English, singing, etc. The good derived from these lessons was inestimable and praise was heard on all hands from the student body. A manual-training centre was equipped in which projects were carried out connected with history, geography, and other lessons. Singing, folk-dancing, and organized school games were taught daily. Classes of children were organized in piano-playing to prove the claim that lessons could be successfully given by the class method. This was ably demonstrated by the instructor and the pupils made undoubted progress.

Concerts, Lectures, Sports, and Pastimes.—The weekly entertainments were opened by an excellent dramatic recital by Mr. Harold Nelson Shaw, B.A., assisted by Mrs. Arthur Dowell and Miss Dorothy Morton as accompanist. Following this a song recital by Mr. Gideon Hicks and Miss Dorothy Letitia Hicks, with Mrs. Clifford Warn as accompanist, was much enjoyed. The third week's concert was purely instrumental and in the form of a chamber music concert, with Miss Una Calvert at the piano, Miss Joy Calvert as violinist, and Miss Freda Setter at the cello. Their repertoire captivated the audience. An instructive lecture was given by Miss Lillian Locke on "Principles of Good Dressing"; one on "Esperanto" by Mrs. Alice Wicks; and one on "The League of Nations" by Mr. A. S. Averill.

Every Wednesday night the students met in the gymnasium in a social capacity, when dancing was engaged in.

The school picnic was held at the Dominion Experimental Farm, Sidney, and we were much indebted to Mr. E. M. Straight and his assistant, Mr. E. R. Hall, for many favours which added to the enjoyment of the party. We were also indebted to Mr. I. W. Awde, Manager of the Crystal Gardens, for special season tickets, which made it possible for our students to visit and enjoy regularly the salt-water bathing.

Tennis again proved alluring to a great body of teachers and competitions were keen and full of good play. The following competitions were keenly contested: The ladies' doubles, mixed doubles, men's singles, and ladies' singles.

The closing exercises of the pupils attending the Demonstration School were held in the afternoon, and consisted of class singing, scenes from early pioneer life in the Province, a historical play, demonstration by the class in pianoforte-playing, folk-dancing, etc. The auditorium and gymnasium were full to capacity.

A similar capacity audience gathered to see the closing exercises of the Summer School students at night. The Vocal Music class provided the first part of the programme. The class studying "Foundations of Expression" provided the second and the Choral and Music Supervisor's class provided the third part. The audience then dispersed to the gymnasium, where an excellent colourful display of folk-dancing was witnessed.

The success of the Summer School and of these school functions was due to the whole-hearted devotion of the staff and to the assistance of the various student committees, who were always ready to render the necessary help. To the Board of School Trustees, who freely placed the magnificent and commodious school at our disposal, and to the Municipal Inspector, School Principal, and officials of the school, we owe our sincere thanks.

FREE TEXT-BOOK BRANCH.

REPORT OF J. A. ANDERSON, OFFICER IN CHARGE.

The total number of free text-books, etc., issued during 1926–27 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: 14,167 copies Canadian Reader, Book I.; 10,892 Canadian Reader, Book II.; 10,916 Canadian Reader, Book III.; 11,341 Canadian Reader, Book IV.; 11,933 Canadian Reader, Book V.; 7,041 Narrative English Poems; 10,746 First Arithmetic; 10,329 Second Arithmetic; 9,975 Gammell's History of Canada; 10,187 Lang's Introductory Grammar; 1,352 How to be Healthy; 2,980 Latin Lessons for Beginners; 15,108 Spelling for the Grades; 82 Trees and Shrubs, Food, Medicinal, and Poisonous Plants of British Columbia; MacLean Method Writing Books—9,868 Compendium No. 1; 9,724 Compendium No. 2; 10,266 Compendium No. 3; 12,441 Compendium No. 4; 10,889 Senior Manual; 1,076 Commercial Manual; 327 Teachers' Manual; 644 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); 1,316 Citizenship in B.C.; 69 Syllabus of Physical Exercises; 40,446 sheets Drawing Paper, 9 by 12 inches; 944,831 sheets Drawing Paper, 9 by 6 inches; 185 Union Jacks (3-yard Jack); 19 Flora of Southern B.C.; 37 Maps of the Dominion of Canada; 36 Maps of the World; 39 Maps of British Columbia; 39 Maps of North America; 30 Maps of the British Isles; 16 "Scrap of Paper"; 16 Fathers of Confederation; 194 Teachers' Manual of Drawing and Design.

Two thousand nine hundred and nine requisitions were filled by this Branch during the past school-year for free text-books and supplies. In addition to these, 1,230 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 $5,549.04 was received from this source and paid into the Treasury for the credit of Vote 81, "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 $99,289.30 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 $65,776.04, made up as follows:—

Text-books (laid-down cost)	$53,334.83
Distribution (freight, boxes, etc.)	2,895.33
Salaries of staff	4,406.76
Temporary assistance	748.50
Office supplies	4,390.62
Total	$65,776.04

The saving on the year's transaction to the school-children of the Province is, therefore, $33,513.26.

Only one new text-book was added to those on the curriculum during the school-year 1926–27. This was Citizenship in B.C., and copies of it were placed in the various schools for the use of the teachers in charge of Grades VII. and VIII. pupils.

During the past school-year the Free Text-book Branch was requested by several schools to purchase library books for them. These were dealt with and the books supplied at cost. It would be of great assistance in dealing with such requests if the teacher or secretary who submits an order for library books would insert the name of the publisher after the title of each book on the list.

NIGHT-SCHOOLS.

Three 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 1926–27.

The annual reports of free text-books for the school-year 1926–27 are now on file, with one or two exceptions. As in former years, these returns show that in some cases the teachers and principals are not recording the number of books which they received from the Branch, nor are they keeping an accurate record of the ones issued to the pupils. These records should be kept in order, for the teacher or principal is expected to submit an accurate annual report at the close of the school-year.

THE STRATHCONA TRUST.

REPORT OF J. L. WATSON, B.A., SECRETARY, LOCAL COMMITTEE.

INSTRUCTION OF TEACHERS IN PHYSICAL TRAINING, 1926–27.

A total of 303 students have qualified for Grade B physical-training certificates since last report, as under:—

Normal School, Vancouver	173
Normal School, Victoria	123
Cadet Instructors' Course, Victoria	7

The number of such certificates issued shows a decrease of 107 as compared with the number issued in 1925–26. This decrease is due to the reduced number of students attending the Normal Schools during the past year.

About 6,542 teachers and prospective teachers in this Province have now qualified as physical-training instructors.

The gold medals awarded by the Local Committee at the close of the session in June last to the student, at each of the Provincial Normal Schools, holding the first rank in instructional ability in physical training were won by Miss Helen McGowan, Vancouver, and Miss Harriette B. Harrison, Victoria. The Local Committee has arranged to make similar awards at the close of the Normal School session in June, 1928.

PHYSICAL TRAINING, 1926–27.

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

High Schools.

P. C. Tees and J. P. G. MacLeod, King Edward High School, Vancouver; Miss M. E. Gilley, Duke of Connaught High School, New Westminster.

Graded Schools (Five Divisions or more).

Miss E. B. Murphy and S. J. Bryant, Cecil Rhodes School, Vancouver; Miss Elizabeth M. Crake, Division 13, Prince of Wales School, Point Grey; Miss M. A. Batcheler, Division 3, Sexsmith School, W. H. W. Hardwick, Division 2, Van Horne School, F. P. Lightbody, Division 2, Gordon School, South Vancouver; Miss A. M. Cameron, Division 6, Lister-Kelvin School, New Westminster; B. Thorsteinsson, Division 3, Granby School, Anyox; Miss Eliza Milligan, Division 8, Central School, Prince George; T. Aldworth, Division 1, Consolidated School, Armstrong; Miss Lena Wolfenden, Division 1, Central School, Fernie; Mrs. Sadie Marshall, Division 9, Central School, Merritt; T. Prescott, Division 1, Central School, Salmon Arm; H. A. Eckardt, Division 1, Central School, Mission; E. N. Longton, Division 1, Central School, Haney; Miss Vivian J. Aspesy, Division 4, Central School, Cumberland; J. M. McLean, Division 7, Queen Mary School, North Vancouver; Miss Agnes E. Jerome, Division 5, Hume School, Nelson; Miss Donella Willing, Division 10, Lampson Street School, Esquimalt.

Small Graded Schools (Two to Four Divisions).

F. H. Johnston, Division 2, Douglas Road School, Burnaby; Miss Camille Peters, Division 4, Kitsumgallum School, Terrace; Miss Gertrude E. Mouat, Division 1, Fort George School; Mrs. A. McClymount, Division 2, South Okanagan School; Howard Bowes, Division 2, Kaslo School; Miss Jessie Patterson, Division 1, Clinton School; Miss Margaret M. Coton, Division 3, Craigflower School, Saanich; Miss Erica I. Gillam, Division 3, Alberni School; J. A. Stevenson, Division 2, Millside School, Coquitlam; Miss Margaret V. Reisterer, Division 2, Salmo School; Miss Winnifred McGibbon, Division 3, Sooke Superior School.

Ungraded Schools.

Miss Peggy C. Lucas, Annie Bay School; Miss H. Dragan, South Otter School, Langley; A. J. McLuckie, Port Clements School; Noel G. Duclos, Bouchie Lake School; F. Julian Willway,

Stevenson Creek School; Earl Marriott, Alice Siding School; Miss Lillian B. Stevens, Duck Range School; Miss E. L. Wilby, North Enderby School; Miss I. Dohlmann, Beaver Point School; Douglas W. J. Noble, Kaleva School; Miss Elizabeth M. Page, Crescent Valley School; Miss M. A. Brackett, Oyster School.

Three prizes of $10 each awarded to each of the seventeen inspectorates; amount expended under this head, $450; six prizes not awarded.

PHYSICAL TRAINING, 1927–28.

For competition among the various schools during 1927–28 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.

SCHOOL CADET CORPS, 1926–27.

The following report on the activities of the school cadet corps during 1926–27 was submitted to the Local Committee by Captain J. M. Cumming, Inspector of Cadet Services:—

"Number of cadets between the ages of 12 and 18 years trained during the year 1926–27 5,961
Number present at annual inspection 5,483
Number of cadet corps, active 65

"The above shows a slight increase in the number of cadets trained and inspected over the totals of the previous year.

"The Department of National Defence provided the necessary funds for three very excellent cadet camps, which were held at the following places: North Vancouver, 16 instructors, 530 cadets; Victoria, 6 instructors, 142 cadets; Crescent Beach, 2 instructors, 46 cadets.

"The above camps were from six to eight days' duration and proved to be very popular with instructors and cadets.

"Two courses for cadet instructors authorized and paid for by the Department of National Defence were held at Rodd Hill, Victoria, an ideal situation for courses of this nature; a qualifying course (six weeks), held from July 18th to August 20th, was attended by twenty-five prospective instructors drawn from various centres throughout the Province; a refresher course (two weeks), held from August 1st to August 13th, was attended by twenty qualified cadet instructors.

"Practically every cadet corps in the Province carried out a vigorous programme of rifle shooting during the year. A very satisfactory number of entries was received for all Provincial and national competitions, in many of which British Columbia units gained high places."

Hereunder is a list of the various cadet corps in order of merit as at their last annual inspection, June, 1927:—

(Possible marks, 1,000.)

388. North Ward School, Victoria 885
388. Boys' Central School, Victoria 860
101. King Edward High School, Vancouver 855
101. Technical High School, Vancouver 850
530. T. J. Trapp Technical School, New Westminster 850
101. Britannia High School, Vancouver 845
388. Sir James Douglas School, Victoria 835
101. Alexandra School, Vancouver 815
101. Kitsilano High School, Vancouver 800

101.	Cecil Rhodes School, Vancouver	790
388.	Victoria West School, Victoria	790
388.	South Park School, Victoria	790
530.	Mission Cadet Corps, Mission	785
101.	Central School, Vancouver	755
101.	Aberdeen School, Vancouver	755
938.	Gilmore Avenue School, Burnaby	755
101.	General Gordon School, Vancouver	725
530.	Duke of Connaught High School, New Westminster	725
388.	George Jay School, Victoria	710
101.	Laura Secord School, Vancouver	710
101.	Technical High School, Vancouver	700
101.	Simon Fraser School, Vancouver	695
101.	Charles Dickens School, Vancouver	690
101.	King George High School, Vancouver	680
101.	Hastings School, Vancouver	680
101.	Livingstone School, Vancouver	680
101.	Dawson School, A Co., Vancouver	660
112.	Victoria High School, Victoria	650
101.	Dawson School, B Co., Vancouver	650
101.	Fairview School, Vancouver	645
101.	Beaconsfield School, Vancouver	640
101.	Lord Tennyson School, Vancouver	640
1126.	Armstrong and Spallumcheen, Armstrong	630
1169.	Sexsmith School, South Vancouver	630
388.	Quadra Street School, Victoria	625
101.	Lord Nelson School, Vancouver	620
101.	Macdonald School, Vancouver	620
101.	Model School, Vancouver	615
101.	Strathcona School, Vancouver	610
388.	Burnside School, Victoria	580
388.	Oaklands School, Victoria	575
1244.	Quennell School, Nanaimo	560
101.	Kitsilano School, Vancouver	550
388.	Margaret Jenkins School, Victoria	540
101.	Lord Roberts School, C Co., Vancouver	510
101.	Lord Roberts School, F Co., Vancouver	510
101.	Henry Hudson School, Vancouver	510
101.	Grandview School, Vancouver	510
892.	Vernon Cadet Corps, Vernon	510
695.	Nelson Cadet Corps, Nelson	510

Twenty-six prizes were awarded in accordance with the schedule adopted at the last meeting of the Local Committee held October 26th, 1927, 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 1926–27 amounted to $337, and was made according to the following schedule: 1st prize, $25; 2nd prize, $20; 3rd, 4th, and 5th prizes, $18 each; 6th and 7th prizes, $16 each; 8th and 9th prizes, $14 each; 10th to 13th prizes, inclusive, $12 each; 14th to 26th prizes, inclusive, $10 each.

RIFLE SHOOTING.

From the grant for rifle shooting, 1926–27, prizes were provided for fifty 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 1926–27 amounted to $187.50.

FINANCIAL STATEMENT FOR 1926–27.

The funds at the disposal of the Local Committee for 1926–27 amounted to $1,559.97 and the expenditure for the year $1,007.50, leaving a balance of $552.47. Of the latter sum, $510 has already been voted for physical-training prizes for 1927–28.

Receipts.

1926–27.	Balance on hand from 1925–26	$530.56
	Interest to November 30th, 1926	17.79
	Interest to May 31st, 1927	8.22
	Allowance to Secretary (added to fund)	10.00
	Grant for 1926–27	983.40
	Uncashed cheque paid into funds	10.00
		$1,559.97

Disbursements.

1926–27.	Gold medals for Normal Schools	$33.00
	Prizes for physical training	450.00
	Prizes for cadet-training	337.00
	Prizes for rifle shooting	187.50
		$1,007.50
	Balance on hand	$552.47