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OF THE

PROVINCE OF BRITISH COLUMBIA

SESSION 1932

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SIXTIETH ANNUAL REPORT

OF

THE PUBLIC SCHOOLS

OF THE PROVINCE OF

BRITISH COLUMBIA

1930-31

BY THE SUPERINTENDENT OF EDUCATION

WITH APPENDICES

PRINTED BY
AUTHORITY OF THE LEGISLATIVE ASSEMBLY.

VICTORIA, B.C.:
Printed by CHARLES F. BANFIELD, Printer to the King's Most Excellent Majesty.
1931.

PROVINCIAL LIBRARY,
VICTORIA, B. C.

To His Honour J. W. FORDHAM JOHNSON,
Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR HONOUR:

I beg respectfully to present the Sixtieth Annual Report of the Public Schools of the Province.

JOSHUA HINCHLIFFE,
Minister of Education.

November, 1931.

DEPARTMENT OF EDUCATION.

Minister of Education:

Hon. JOSHUA HINCHLIFFE, B.A.

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.
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H. H. MACKENZIE, B.A., Vancouver.
J. T. POLLOCK, Vancouver.
P. H. SHEFFIELD, B.A., Nelson.
A. C. STEWART, Victoria.

* These men also inspect the High Schools in their districts.

SPECIAL OFFICIALS.

Organizer of Technical Education:

JOHN KYLE, A.R.C.A.

Director of Home Economics:

Miss J. L. MCLENAGHEN, B.Sc.

Welfare Officer of Rural Teachers (Women):

Miss LOTTIE BOWRON.

Director in Charge of High-school Correspondence Courses:

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

Officer in Charge of Elementary-school Correspondence Courses:

JAMES HARGREAVES.

Registrar:

J. L. WATSON, B.A.

Officer in Charge of Free Text-books:

J. A. ANDERSON.

Chief Clerk:

R. D. SMITH.

NORMAL SCHOOL STAFFS.

Vancouver:

D. M. ROBINSON, B.A., Principal.
A. ANSTEY, B.A.
W. P. WESTON.
H. B. MACLEAN.
J. A. MACINTOSH, B.Sc.
A. E. C. MARTIN, B.Sc.
Miss L. G. BOLLERT, B.A.
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.
H. L. CAMPBELL, B.A.
Miss G. G. RIDDELL.
Miss L. B. ISBISTER.
Miss ISABEL COURSIER.

Model School:

Miss KATE SCANLAN.
Miss I. M. F. BARRON.

Municipal Inspectors of Schools:

R. S. SHIELDS, B.A., New Westminster.
GEORGE H. DEANE, Victoria.
E. G. DANIELS, B.A., Burnaby.
J. M. PATERSON, B.A., Saanich.

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PART I.

GENERAL REPORT.

REPORT OF THE SUPERINTENDENT OF EDUCATION, 1930-31.

EDUCATION OFFICE,
VICTORIA, B.C., October, 1931.

To the Honourable Joshua Hinchliffe, B.A.,
Minister of Education.

SIR,—I beg to submit herewith the Sixtieth Annual Report of the Public Schools of British Columbia for the school-year ended June 30th, 1931.

ENROLMENT.

The enrolment in the schools of the Province increased during the year from 111,017 to 113,914 and the average daily attendance from 96,196 to 99,375. The percentage of regular attendance was 87.23.

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

Schools.	Cities.	Rural Municipalities.	Rural Districts.	Total.
High schools	12,841	2,442	914	16,197
Superior schools	25	71	638	734
Junior high schools	5,515	234	61	5,810
Elementary schools	51,235	19,194	20,744	91,173
Totals, 1930–31	69,616	21,941	22,357	113,914
Totals, 1929–30	68,707	20,989	21,321	111,017

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

	Students.
High School Correspondence classes	1,055
Elementary School Correspondence classes	681
Night-schools	7,179
Normal School, Vancouver	287
Normal School, Victoria	169
Victoria College	256
University of British Columbia	2,044
Total	11,671

The pupils of each sex were distributed by grades as follows:—

Grade.	Boys.	Girls.	Total.
Grade I	7,172	6,504	13,676
Grade II	6,458	5,819	12,277
Grade III	6,636	5,889	12,525
Grade IV	6,691	6,252	12,943
Grade V	6,323	5,955	12,278
Grade VI	5,498	5,481	10,979
Grade VII	5,305	5,299	10,604
Grade VIII	4,990	5,477	10,467
Grade IX	3,898	4,083	7,981
Grade X	2,815	3,157	5,972
Grade XI	1,612	2,038	3,650
Grade XII	278	284	562
Total	57,676	56,238	113,914

The number of teachers employed in the different classes of schools, the number of pupils and the percentage of the pupils that were enrolled in each class, and also the average number of pupils per teacher are shown below:—

Schools.	No. of Grade Teachers.	No. of Special Instructors.	No. of Pupils enrolled.	Percentage of Total Enrolment.	Average Enrolment per Grade Teacher.	Average Daily Attendance per Grade Teacher.
High schools (cities)	379	76	12,841	11.28	34	29
High schools (rural municipalities)	87	3	2,442	2.14	28	25
High schools (rural districts)	42	2	914	0.80	22	19
Junior high schools	163	46	5,810	5.10	36	32
Superior schools	41	.....	734	0.64	18	15
Elementary schools (cities)	1,446	73	51,235	44.98	35	32
Elementary schools (rural municipalities)	559	25	19,194	16.85	34	30
Elementary schools (rural districts)	1,006	.....	20,744	18.21	21	18
All schools	3,723	225	113,914	100.00	31	28

TEACHERS' CERTIFICATES.

The following table shows the number of teachers of each sex employed and also the number of certificates of each class held by the teachers:—

Schools.	Acad.	First.	Second.	Third.	Temp.	Special.	Exchange.	Male.	Female.	Total.
High schools (cities)	367	.....	.....	....	11	76	1	281	174	455
High schools (rural munic.)	84	.....	.....	....	3	3	....	47	43	90
High schools (rural districts)	42	.....	.....	....	....	2	....	24	20	44
Superior schools	14	27	.....	....	....	....	....	31	10	41
Junior high schools	85	68	5	....	5	46	....	105	104	209
Elementary schools (cities)	124	670	592	43	....	73	17	307	1,212	1,519
Elementary schools (rural munic.)	14	223	310	12	....	25	....	131	453	584
Regularly organized rural schools	13	139	169	3	....	....	....	97	227	324
Assisted schools	16	253	395	7	11	....	....	140	542	682
Total, 1930–31	759	1,380	1,471	65	30	225	18	1,163	2,785	3,948
Total, 1929–30	730	1,244	1,534	83	35	215	13	1,116	2,738	3,854

NEW SCHOOLS.

High schools were opened at North Bend, Squamish, and Telkwa; junior high schools at Kelowna, Nanaimo, and Ocean Falls; and superior schools at Blakeburn, Cobble Hill, Copper Mountain, James Island, McBride, Procter, and Queen Charlotte. Forty-two new class-rooms were opened in graded schools throughout the Province.

Schools were opened for the first time in twenty-eight pioneer districts, of which fourteen are in the Peace River section of the Province. The names of the districts follow:—

Name of School District.	Electoral District.
Bradley Creek and Lilypad	Cariboo.
Lakeshaw	Cowichan-Newcastle.
Hurlingham	Cranbrook.
Pitt Lake	Dewdney.
Arras, Clayton, Crystal Spring, Devereaux, Ferndale, Fish Creek, Ground Birch, Hays, North Pine, Riverside, Sunnybrook, Sweetwater, Tupper Creek, and Willow Brook	Fort George.

Name of School District.	Electoral District.
Brocklehurst and Upper Louis Creek	Kamloops.
Fraser View	Lillooet.
Bliss Landing and Jackson Bay	Mackenzie.
Hubert and Walcott	Omineca.
Twelve Mile Ferry	Revelstoke.
Sealey Lake	Skeena.

The following table shows the enrolment during the last twelve years and also the cost to the Provincial Government of each pupil:—

Year.	Enrolment at High Schools.	Enrolment at other Public Schools.	Total Enrolment.	Percentage at High Schools of the Total Enrolment.	Cost per Pupil on Enrolment.	Cost per Pupil on Average Daily Attendance.
1919–20	6,636	72,607	79,243	8.37	$27.20	$36.05
1920–21	7,259	78,691	85,950	8.44	29.01	36.38
1921–22	8,634	83,285	91,919	9.39	29.33	35.70
1922–23	9,220	85,668	94,888	9.71	27.92	34.07
1923–24	9,889	86,315	96,204	10.27	27.36	33.21
1924–25	10,597	87,357	97,954	10.81	27.17	32.17
1925–26	11,779	89,909	101,688	11.58	26.09	31.06
1926–27	12,906	92,102	105,008	12.29	26.40	31.41
1927–28	13,516	94,663	108,179	12.49	26.92	31.74
1928–29	14,545	95,013	109,558	13.27	28.32	33.03
1929–30	14,675	96,342	111,017	13.22	28.07	32.79
1930–31	16,197	97,717	113,914	14.21	28.03	32.74

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	63.49	$43,334.01
1882–83	69	59	2,693	1,383	51.36	50,850.63
1887–88	128	104	6,372	3,093	48.54	99,902.04
1892–93	267	169	11,496	7,111	61.85	190,558.33
1897–98	429	213	17,648	11,055	62.64	247,756.37
1902–03	607	268	24,499	16,357	66.76	397,003.46
1907–08	816	189	33,314	23,195	69.62	464,473.78
1912–13	1,597	359	57,608	43,274	75.12	1,032,038.60
1917–18	2,246	575	67,516	54,746	81.09	1,529,058.93
1922–23	3,118	744	94,888	77,752	81.94	3,176,686.28*
1927–28	3,668	788	108,179	91,760	84.82	3,532,518.95*
1928–29	3,784	792	109,588	94,410	86.17	3,765,920.69*
1929–30	3,854	803	111,017	96,196	86.65	3,743,317.08*
1930–31	3,948	811	113,914	99,375	87.23	3,834,727.19*

* This amount includes the annual grant to the Provincial University.

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

	Chinese.	Japanese.	Hindus.	Scandinavians.	Swiss.	Poles.	Germans.	French.
High schools	164	415	8	178	9	61	40	26
City elementary schools	951	1,754	64	759	15	122	301	89
Elementary schools in rural municipalities	90	1,506	9	301	24	27	128	42
Rural elementary schools	120	453	25	567	27	55	194	78
Total	1,325	4,128	106	1,805	75	265	663	235

	Americans (U.S.A.).	Austrians.	Finns.	Russians.	Italians.	Doukhobors.	Ukrainians.	Other Foreigners.
High schools	75	11	64	65	103	7	25	73
City elementary schools	234	79	81	347	681	42	172	541
Elementary schools in rural municipalities	63	30	78	105	136	6	76	312
Rural elementary schools	99	81	179	103	318	704	141	427
Total	471	201	402	620	1,238	759	414	1,353

HIGH SCHOOLS—CITIES.

The enrolment in the city high schools during the year was 12,841. Of this number, 6,227 were boys and 6,614 were girls.

The number of divisions and the enrolment for 1930–31 and for 1929–30 in each city are shown in the following table:—

City.	Number of Schools.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Armstrong	1	4	115	110
Chilliwack	1	9	326	298
Courtenay	1	4	74	87
Cranbrook	1	7	196	190
Cumberland	1	3	66	59
Duncan	1	4	108	107
Enderby	1	2	28	24
Fernie	1	6	156	115
Grand Forks	1	3	72	76
Kamloops	1	9	272	262
Kaslo	1	2	21	27
Kelowna	1	5	136	191
Ladysmith	1	4	81	70
Merritt	1	2	60	49
Nanaimo	1	8	227	252
Nelson	1	8	221	220
New Westminster	2	26	958	871
Port Alberni	1	3	81	76
Port Coquitlam	1	2	42	32
Port Moody	1	1	21	17
Prince George	1	3	76	65
Prince Rupert	1	8	218	213
Revelstoke	1	5	139	137
Rossland	1	3	72	71
Salmon Arm	1	4	112	86
Slocan	1	1	12	9
Trail	1	6	198	180
Vancouver	10	185	6,941	6,163
Vancouver, North	1	13	436	377
Vernon	1	7	183	181
Victoria	1	36	1,193	1,240
Total	41	383	12,841	11,855

HIGH SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipal high schools during the year was 2,442. Of this number, 1,058 were boys and 1,384 were girls.

The number of schools and of divisions and the enrolment for the year 1930–31 and the year 1929–30 are shown in the following table:—

Municipality.	Number of Schools.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Burnaby	2	17	572	486
Delta	1	4	97	91
Esquimalt	1	3	84	73
Kent	1	2	31	30
Langley	1	4	102	94
Maple Ridge	1	6	147	155
Matsqui	2	5	129	102
Mission	1	3	78	69
Oak Bay	1	9	270	258
Peachland	1	1	12	7
Penticton	1	4	118	112
Richmond	1	5	151	141
Saanich	1	8	269	143
Summerland	1	3	70	74
Surrey	1	4	139	109
Vancouver, West	1	6	173	132
Total	18	84	2,442	2,076

HIGH SCHOOLS—RURAL DISTRICTS.

The enrolment in the rural high schools for the year was 914. Of this number, 377 were boys and 537 were girls.

The number of schools and of divisions and the enrolment for the years 1930–31 and 1929–30 are given in the table below:—

District.	Number of Schools.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Britannia Mines	1	1	21	18
Comox	1	2	39	30
Creston	1	2	64	50
Dewdney	1	1	19	18
Golden	1	1	24	23
Granby Bay	1	2	21	26
Harewood	1	2	26	21
Howe Sound	1	1	19	20
Ioco	1	1	23	24
Keremeos	1	1	23	13
Kimberley	1	3	79	67
Kitsumgallum	1	2	29	31
Nakusp	1	1	24	24
New Denver	1	1	22	21
North Bend	1	1	21	....
Ocean Falls	1	2	25	33
Oyama	1	1	11	19
Powell River	1	3	82	76
Princeton	1	2	57	42
Qualicum Beach	1	2	30	22
Saanich, North	1	1	36	18
Smithers	1	2	47	39
Squamish	1	1	29	....
Sumas-Abbotsford	1	3	95	76
Telkwa	1	1	14	....
Tsolum	1	2	34	33
Total	26	42	914	744

SUPERIOR SCHOOLS.

The enrolment in the superior schools was 734. The number of boys was 333, of girls 401.

The following table gives the names of the schools and the enrolment for the school-year 1930–31 and for 1929–30:—

School.	Enrolment, 1930–31.	Enrolment, 1929–30.	School.	Enrolment, 1930–31.	Enrolment, 1929–30.
Ashcroft	20	24	McBride	20	....
Athalmer-Invermere	17	17	Oliver	31	24
Baynes Lake	8	14	Parksville	15	....
Blakeburn	15	....	Pitt Meadows	29	31
Brechin	25	21	Procter	7	....
Cassidy	13	20	Queen Charlotte	14	....
Cedar, North	11	17	Quesnel	33	27
Chase	22	17	Rolla	31	19
Chemainus	42	20	Rutland	25	26
Cobble Hill	21	....	Silverton	19	16
Copper Mountain	12	....	Sooke	16	....
Ganges Harbour	24	27	Stewart	20	19
Greenwood	25	....	University Hill	40	34
Hazelton	9	9	Vanderhoof	19	29
Hedley	9	14	Wellington, South	14	25
Hope	15	17	Westbank Townsite	11	14
James Island	12	....	Williams Lake	30	25
Malcolm Island	11	20	Woodfibre	20	14
Michel-Natal	29	51	Total	734	....

JUNIOR HIGH SCHOOLS.

The enrolment in the junior high schools was 5,810. The number of boys enrolled was 2,898, of girls 2,912.

The following table gives the number of divisions and the enrolment in each school for the years 1930–31 and 1929–30:—

District.	School.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Kamloops		6	230	215
Kelowna		6	234	.....
Nanaimo		8	266	.....
Nelson		10	354	328
New Westminster*		....	.....	.....
Ocean Falls		3	61	.....
Penticton		6	234	229
Vancouver	Fairview	4	209	198
	Kitsilano	43	1,623	1,590
	Point Grey	34	1,225	1,283
	Templeton	35	1,374	1,343
Total		155	5,810	5,186

* Five hundred and eighteen pupils enrolled in the Central, Lister-Kelvin, and Richard McBride Schools were taught the Course of Studies prescribed for Grades VII. and VIII. of the Junior High Schools.

SUMMARY OF ENROLMENT IN HIGH, SUPERIOR, AND JUNIOR HIGH SCHOOLS.

The following is a summary of the enrolment in high, superior, and junior high schools:—

	Number of Pupils enrolled.	Boys.	Girls.	Average Daily Attendance.	Number of Pupils in Grades.					
					VII.	VIII.	IX.	X.	XI.	XII.
High schools:										
Cities	12,841	6,227	6,614	11,219.89	.....	.....	4,834	4,645	2,847	515
Rural municipalities	2,442	1,058	1,384	2,178.99	.....	.....	1,093	817	505	27
Rural districts	914	377	537	811.05	.....	.....	370	297	234	13
Superior schools	734	333	401	612.74	.....	218	279	166	64	7
Junior high schools	5,810	2,898	2,912	5,250.85	2,171	2,337	1,302	.....	.....	.....
Total	22,741	10,893	11,848	20,073.52	2,171	2,555	7,878	5,925	3,650	562

ELEMENTARY SCHOOLS—CITIES.

The enrolment in the city elementary schools was 51,235. The number of boys was 26,358, of girls 24,877.

The number of schools, the number of divisions, and the enrolment in each city are shown in the table below:—

City.	Number of Schools.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Alberni	1	4	141	129
Armstrong	1	13	495	490
Chilliwack	1	11	425	434
Courtenay	1	8	284	283
Cranbrook	1	19	606	631
Cumberland	1	13	452	449
Duncan	1	12	428	436
Enderby	1	3	106	100
Fernie	1	18	675	698
Grand Forks	1	8	308	292
Greenwood	1	2	49	55
Kamloops	2	16	608	606
Kaslo	1	3	76	74
Kelowna	1	17	679	772
Ladysmith	1	8	269	289
Merritt	1	8	300	289
Nanaimo	4	20	790	1,026
Nelson	2	21	734	715
New Westminster	5	73	2,688	2,801
Port Alberni	1	12	397	399
Port Coquitlam	2	7	236	249
Port Moody	1	6	188	201
Prince George	1	11	417	407
Prince Rupert	4	26	909	877
Revelstoke	1	16	580	593
Rossland	1	12	499	460
Salmon Arm	1	5	182	192
Slocan	1	2	50	52
Trail-Tadanac	3	36	1,273	1,228
Vancouver	55	771	29,224	29,369
School for Deaf and Blind	1	10	85	86
Vancouver, North	3	39	1,437	1,456
Vernon	1	22	873	843
Victoria	16	133	4,772	4,914
Total	120	1,385	51,235	51,895

ELEMENTARY SCHOOLS—RURAL MUNICIPALITIES.

The enrolment in the rural municipality elementary schools was 19,194. The number of boys enrolled was 9,856, of girls 9,338.

The following table gives the enrolment and the number of schools in operation in each municipality during the school years 1930–31 and 1929–30:—

Municipality.	Number of Schools.	Number of Divisions.	Enrolment, 1930–31.	Enrolment, 1929–30.
Burnaby	19	116	4,420	4,234
Chilliwack	15	35	1,119	1,064
Coldstream	2	4	130	115
Coquitlam	5	11	343	316
Cowichan, North	3	8	200	200
Delta	10	19	571	567
Esquimalt	1	14	513	511
Kent	2	6	201	199
Langley	15	29	949	927
Maple Ridge	9	29	913	885
Matsqui	10	18	556	546
Mission	8	19	663	637
Oak Bay	2	17	632	626
Peachland	1	2	49	54
Penticton	1	13	574	562
Pitt Meadows	1	5	155	135
Richmond	6	36	1,370	1,340
Saanich	15	55	1,925	1,894
Salmon Arm	7	9	273	260
Sumas	4	8	332	278
Summerland	1	9	324	334
Surrey	22	47	1,447	1,408
Vancouver, North	5	23	747	770
Vancouver, West	3	21	788	771
Total	167	553	19,194	18,633

ELEMENTARY SCHOOLS—RURAL DISTRICTS.

The number of pupils that were enrolled and the number of teachers employed in the elementary schools of the rural districts were as follows:—

District.	Number of Schools.	Number of Pupils.	Boys.	Girls.	Number of Teachers employed.
Regularly organized	172	8,981	4,547	4,434	324
Assisted	579	11,763	6,022	5,741	682
Total	751	20,744	10,569	10,175	1,006

SALARIES.

The following table shows the highest, lowest, and average salary paid to teachers during the school-year 1930–31:—

	High Schools.			Elementary Schools.		
	Highest Salary.	Lowest Salary.	Average Salary.	Highest Salary.	Lowest Salary.	Average Salary.
Cities.						
Alberni	.....	.....	.....	$1,500	$1,000	$1,150
Armstrong	$2,500	$1,600	$1,875	2,500	950	1,346
Chilliwack	2,275	1,600	1,925	1,950	950	1,227
Courtenay	2,200	1,600	1,850	2,200	1,050	1,381
Cranbrook	2,850	1,600	1,921	2,700	1,050	1,291
Cumberland	2,250	1,375	1,708	2,500	975	1,229
Duncan	2,240	1,700	1,885	2,150	950	1,150
Enderby	1,750	1,550	1,650	1,750	950	1,300
Fernie	3,600	1,740	2,158	1,950	1,050	1,426
Grand Forks	2,400	1,600	1,900	2,000	1,050	1,225
Greenwood	.....	.....	.....	1,600	1,100	1,273
Kamloops	3,000	1,650	2,077	2,400	1,045	1,416
Kaslo	1,950	1,800	1,875	1,450	1,100	1,233
Kelowna	2,600	1,600	1,910	2,800	1,050	1,344
Ladysmith	2,250	1,300	1,562	2,000	950	1,316
Merritt	1,750	1,750	1,750	2,750	1,050	1,372
Nanaimo	3,000	1,500	1,945	1,560	940	1,374
Nelson	3,800	1,700	2,278	2,730	1,072	1,394
New Westminster	3,750	1,600	2,588	3,100	960	1,473
Port Alberni	2,200	1,500	1,850	2050	1,080	1,182
Port Coquitlam	2,400	1,200	1,800	1,400	900	1,050
Port Moody	2,250	2,250	2,250	1,900	1,100	1,375
Prince George	2,400	1,750	1,983	2,250	1,100	1,359
Prince Rupert	3,400	1,500	2,189	2,705	1,155	1,640
Revelstoke	3,100	1,800	2,083	2,700	1,000	1,341
Rossland	2,650	1,950	2,233	2,200	1,100	1,330
Salmon Arm	2,800	1,900	2,225	2,200	1,100	1,343
Slocan	1,600	1,600	1,600	1,300	1,100	1,200
Trail	3,500	1,700	2,257	2,800	950	1,382
Vancouver	4,280	1,450	2,676	3,760	900	1,801
Vancouver, North	3,120	1,500	2,274	3,000	960	1,641
Vernon	2,650	1,600	1,943	2,700	900	1,332
Victoria	3,900	1,715	2,492	2,925	975	1,598
For all cities	$4,280	$1,200	$2,437	$3,760	$900	$1,547
Rural Municipalities.						
Burnaby	$3,200	$1,900	$2,265	$2,850	$800	$1,362
Chilliwack	.....	.....	.....	1,800	850	1,061
Coldstream	.....	.....	.....	1,450	1,100	1,262
Coquitlam	.....	.....	.....	1,300	900	1,054
Cowichan, North	.....	.....	.....	1,600	950	1,163
Delta	3,000	1,650	2,162	2,500	900	1,168
Esquimalt	2,600	2,145	2,296	2,800	1,030	1,506
Kent	1,700	1,300	1,500	1,350	950	1,075
Langley	2,500	1,400	1,687	1,300	800	995
Maple Ridge	2,500	1,500	1,850	1,800	850	1,038
Matsqui	1,900	1,200	1,580	1,250	800	975
Mission	1,860	1,500	1,720	2,200	840	1,112
Oak Bay	3,400	1,890	2,763	3,500	1,150	1,850
Peachland	1,500	1,500	1,500	1,300	1,100	1,200
Penticton	3,000	1,800	2,124	1,900	900	1,397
Pitt Meadows	.....	.....	.....	1,600	900	1,160
Richmond	2,240	1,540	1,880	2,500	850	1,203
Saanich	2,800	1,800	2,100	2,400	700	1,310
Salmon Arm	.....	.....	.....	1,350	1,000	1,110
Sumas	.....	.....	.....	1,200	960	1,066

SALARIES—*Continued.*

	High Schools.			Elementary Schools.		
	Highest Salary.	Lowest Salary.	Average Salary.	Highest Salary.	Lowest Salary.	Average Salary.
Rural Municipalities—Continued.						
Summerland	$2,400	$1,500	$1,866	$2,300	$1,000	$1,351
Surrey	2,100	1,400	1,720	1,580	760	949
Vancouver, North	.....	.....	.....	2,710	954	1,548
Vancouver, West	3,000	1,500	2,067	2,600	1,140	1,487
For all rural municipalities	$3,400	$1,200	$2,056	$3,500	$700	$1,261
Rural Districts.						
Regularly organized	$2,900	$1,200	$1,862	$2,800	$780	$1,135
Assisted	2,300	1,200	1,598	2,150	854	1,091
For all rural districts	$2,900	$1,200	$1,781	$2,800	$780	$1,105

The average salary paid teachers employed in the public schools (elementary and high) of the Province was $1,534; to teachers employed in elementary schools, $1,401; and to teachers employed in high schools, $2,335.

EXPENDITURE FOR EDUCATION FOR SCHOOL-YEAR 1930–31.

Minister's Office:	
Salaries	$10,860.00
Office supplies	281.66
Travelling expenses	1,515.72
General Office:	
Salaries	22,570.10
Office supplies	6,396.96
Travelling expenses	347.01
Text-book Branch:	
Salaries	10,937.46
Office supplies	5,264.17
Free text-books, maps, etc.	64,853.56
Text-books, additional office supplies, and temporary assistance	3,186.62
Correspondence Courses, High Schools:	
Salaries	20,492.10
Office supplies	9,569.39
Travelling expenses	54.75
Science equipment	1,353.38
Incidentals	75.00
Correspondence Courses, Elementary Schools:	
Salaries	6,786.99
Office supplies	1,308.39
Industrial Education:	
Salaries	9,644.15
Office supplies	913.58
Travelling expenses	2,817.56
Grants in aid	20,905.63
Night-schools	36,471.28

Inspection of Schools:		
Salaries	$74,978.75	
Office supplies	3,881.79	
Travelling expenses	25,299.81	
	$104,160.35	
Less amount paid by School Boards	8,913.16	
		$95,247.19
Normal School, Vancouver:		
Salaries	$37,881.17	
Office supplies	2,331.67	
Travelling expenses	877.07	
Fuel, light, and water	2,541.58	
Maintenance and repairs (by Public Works)	1,971.42	
Students' mileages	1,390.80	
Incidentals	690.95	
	$47,684.66	
Less Normal School fees	10,560.00	
		37,124.66
Normal School, Victoria:		
Salaries (part by Public Works)	$38,037.60	
Office supplies	1,643.05	
Travelling expenses	137.82	
Fuel, light, and water (by Public Works)	1,997.92	
Maintenance and repairs (by Public Works)	7,869.36	
Students' mileages	4,246.35	
Incidentals	692.10	
	$54,624.20	
Less Normal School fees	6,350.00	
		48,274.20
School for the Deaf and the Blind:		
Salaries	$24,377.48	
Office supplies	912.21	
Fuel, light, and water	2,353.66	
Maintenance and repairs (by Public Works)	2,632.74	
Furniture, fixtures, and equipment	1,000.09	
Provisions	3,000.08	
Incidentals	381.24	
	$34,657.50	
Less amount received for board and tuition of pupils from Alberta and Saskatchewan	5,100.00	
		29,557.50

	High, Junior High, and Superior.	Elementary.	
Per capita grants to cities	$396,853.45	$817,234.05	1,214,087.50
Per capita grants to rural municipalities	73,308.75	358,878.10	432,186.85
Per capita grants to rural school districts	39,840.05	206,781.75	246,621.80
Salaries of teachers in assisted schools	33,951.30	709,323.35	743,274.65
	$543,953.55	$2,092,217.25	

School buildings, erection and maintenance and special aid to school districts	91,939.72
Rural Female Teachers' Welfare Officer, salary and expenses	3,364.80

Education of soldiers' dependent children and expenses		$11,708.00
Grants to libraries		2,980.45
Examination of High School and Entrance classes	$42,142.31	
Less fees for examination and certificates	30,503.54	
		11,638.77
Conveying children to central schools		67,895.96
Summer Schools	$11,777.53	
Less Summer School fees	1,540.30	
		10,237.23
Incidentals and contingencies		4,532.45
University of British Columbia		547,450.00
Total cost to Government		$3,834,727.19

Amount expended by districts:	High, Junior High, and Superior.	Elementary.	
Cities	$1,752,560.04	$2,799,380.14	4,551,940.18
Rural municipalities	235,467.71	800,375.37	1,035,843.08
Rural school districts	57,019.95	392,295.09	449,315.04
Assisted school districts	6,683.70	182,878.80	189,562.50
	$2,051,731.40	$4,174,929.40	
Grand total cost of education			$10,061,387.99

EXAMINATIONS.

High School Entrance Examination, June, 1931.

The High School Entrance Examination was held on June 26th, 29th, and 30th at 205 centres throughout the Province.

Under the regulations of the Department, pupils attending a public school in a district where a high school or a superior school is in operation are promoted on the recommendation of a committee composed of the Principal of the school, the Principal of the high school or superior school, and the Provincial Inspector of Schools.

The number of pupils who were successful in obtaining certificates follows:—

On recommendation	4,194
On examination	1,278
Total	5,472

Winnifred O. Hicks, a pupil of the Agassiz Public School, had the honour of leading the Province with an aggregate mark of 527 out of a possible 600.

The names of the winners of His Excellency the Governor-General's bronze medals are:—

District.	Name.	School.	Marks obtained.
No. 1	Frank Ormond Morris	Willows School, Oak Bay	513
No. 2	Georgette Albertine Lennartz	Sidney School	492
No. 3	Gladys Eileen Corcoran	General Brock School, Vancouver	494
No. 4	Nancy Doris Draper Bentley	Kingsway West School, Burnaby	495
No. 5	Winnifred Odetta Hicks	Agassiz School	527
No. 6	Douglas James Struthers	Sullivan Valley School	476
No. 7	Muriel Ruth Smith	Vernon School	496
No. 8	Ida Lois Imbeau	Malakwa School	494
No. 9	Margaret Elizabeth Forbes	Passmore School	505
No. 10	Dorothy Louise Fraser	Borden Street School, Prince Rupert	526

High School Examinations, 1931.

The following are the results of the examinations held in June in the various high schools and superior schools throughout the Province:—

	No. of Candidates.	No. passed in all Subjects.	No. granted Supplementals.	No. granted Partial Standing.
Grade IX	247*	94	31	119
Grade X	156*	59	20	75
Grade XI. (Normal Entrance)	372	130	75	162
Grade XI. (Junior Matriculation)	2,882	1,426	525	910
Grade XI. (Normal Entrance and Junior Matriculation)	103	61	17	25
Grade XII	752	232	112	405
Third-year Commercial	269	175	33	61
Third-year Home Economics	36	4	1	31
Third-year Technical	66	26	22	18
Totals	4,883	2,207	836	1,806

* Under the regulations of the Council of Public Instruction, the teachers of high schools have the right to determine promotion in Grades IX. and X. As a result, the number of candidates sitting for examination in these two grades is comparatively small. A student who is granted standing in four or more subjects on the June Examinations, and satisfies his principal by oral or written examination before the opening of school in September that he has gained a fair standard of proficiency in the subjects in which he failed in June, may be promoted by the principal to the next grade without further Departmental Examination.

The following summary shows the average mark obtained in each paper at the June Examinations by Junior and Senior Matriculation candidates:—

Subject.	Average Mark.	
	Junior Matriculation.	Senior Matriculation.
English Composition	55.3	55.1
English Literature	53.9	59.9
History	59.6	59.9
Algebra	53.2	53.0
Geometry	61.4	55.8
Chemistry	48.9	55.1
Physics	58.7	52.6
Botany	50.3	.....
Agriculture	64.9	.....
Latin Authors	61.3	54.6
Latin Composition	64.3	66.4
Greek	32.0	63.1
French Translation	56.8	53.5
French Grammar	60.7	48.1
German Authors	70.6	77.9
German Grammar	51.2	52.2
Geography	58.4	.....
Music	60.0	.....
Trigonometry	.....	66.5
Biology	.....	46.2

His Excellency the Governor-General's silver medals which are awarded annually to the five leading Junior Matriculation students were won this year by the following:—

Name.	High School.	Percentage.
Geoffrey Lionel Bodwell	John Oliver, Vancouver	88.2 }
Donald Campbell MacPhail	Prince of Wales, Vancouver	88.2 }
Howard Russell Hone	Duke of Connaught, New Westminster	86.4
Margaret Mary Buchanan	Magee, Vancouver	86.3
Marjorie Mildred Wilson	Britannia, Vancouver	85.8

The Royal Institution Scholarships awarded annually by the University of British Columbia to the student obtaining the highest marks in the Junior Matriculation Examination and to the six other students who lead in their respective districts were won by the following:—

District.	Name.	High School.	Percentage.	Scholarship.
Province.	Geoffrey Lionel Bodwell	John Oliver, Vancouver	88.2	$150
	Donald Campbell MacPhail	Prince of Wales, Vancouver	88.2	
No. 1	Eugenie Alice Cantwell	Victoria	83.3	100
,, 2	Netta Harvey	North Vancouver	84.0	100
,, 3	Marjorie Mildred Wilson	Britannia, Vancouver	85.8	100
,, 4	Geoffrey Lionel Bodwell	John Oliver, Vancouver	88.2	100
	Donald Campbell MacPhail	Prince of Wales, Vancouver	88.2	
,, 5	Phyllis May Brewster	Merritt	82.9	100
,, 6	Josephine Elizabeth Smith	Trail	85.2	100

Malcolm Ross MacPhail, Magee High School, Vancouver, was the winner of the Royal Institution Scholarship of $150, which is awarded annually by the University of British Columbia on the results of the Senior Matriculation Examination.

EDUCATION OF SOLDIERS' DEPENDENT CHILDREN.

The sum of $12,000 was voted by the Legislature in March, 1930, to assist in providing high-school education for children of men who joined in this Province for service in the Great War and who were engaged in active service in connection with the war either at home or abroad. Under the terms of the Act, students applying for assistance must at the time of their applications be under 16 years of age and have reached at least the standard of education required for entrance to high school. They must also produce evidence to show that their parents or guardians are without income sufficient to provide for their education. Every child in receipt of assistance is required to attend school regularly and to apply himself earnestly to his studies. The principal of the school which he attends is required to send from time to time to the Commission administering the Act reports regarding his attendance, educational progress, and conduct. The reports are taken into consideration by the Commission in deciding whether the assistance shall be continued or withheld.

During the school-year 1930–31, eighty-six students received assistance under the Act. Of that number, two completed the High School Commercial Course in June last, six completed Junior Matriculation, seventy-one were promoted to a higher grade, and three left the Province.

In 1931 the Legislature voted $15,000 for a similar purpose and there are at the time of writing 130 high-school students receiving benefit under the Act—ninety-seven at $125 per annum and thirty-four at $100 per annum. Thirty-eight applications had to be rejected for one or more of the following reasons: (*a*) Applicants were over age; (*b*) applicants' fathers enlisted outside of British Columbia; (*c*) applicants had not reached Grade VIII. standing; (*d*) applicants had completed Grade XI. standing.

The grants this year are distributed geographically as follows:—

Alberni	2	Kelowna	1
Armstrong	3	Langford	1
Black Pool	1	Merritt	1
Burnaby	3	Nakusp	1
Cloverdale	2	Naramata	1
Cobble Hill	4	New Westminster	4
Courtenay	2	Peachland	2
Duncan	1	Port Kells	1
Evelyn	2	Penticton	1
Fernie	2	Qualicum Beach	1
Fort Langley	1	Revelstoke	1
Ganges	2	Robson	1
Hatzic	1	Rossland	1
Kamloops	2	Saanich	3

Sardis	1	Vancouver, North	3
Slocan City	1	Vancouver, West	2
Smithers	1	Victoria	27
Sidney	2	Westbank	1
Sorrento	1	Westwold	1
Stewart	3	White Rock	1
Taghum	2	Wilmer	1
Vancouver	35		

RETIREMENT OF OFFICIALS.

At the end of the school-year Mr. A. C. Stewart and Mr. W. H. M. May, Inspectors of Schools, and Mr. H. Dunnell, Art Master at the Victoria Normal School, retired from the service of the Department. They had been connected with educational work in the Province in various capacities for over thirty years. These men served the Department and the public faithfully and well. They were at all times alive to their responsibilities, showed a sound knowledge of school organization, and exercised good judgment in carrying out their duties. On their retirement they were presented with tokens of good-will and esteem by the Inspectors, the Normal School Instructors, and the staff of the Education Office.

Mr. George Cruickshank, Chief Clerk of the Department for many years, retired at the end of March. Mr. Cruickshank was an employee of the Government for thirty-seven years and during that long period of time rendered most satisfactory service. He was faithful and efficient.

I have the honour to be,
Sir,
Your obedient servant,

S. J. WILLIS,
Superintendent of Education.

PROVINCIAL NORMAL SCHOOLS.

PROVINCIAL NORMAL SCHOOL, VANCOUVER.

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

The session of 1930–31 opened on September 10th. During the term, September to December, 280 students—217 young women and 63 young men—were in attendance. During this term two students withdrew. At the close of the term in December four students with previous Normal School training and two with teaching experience in Eastern Canada were granted diplomas; four students discontinued the course and twenty-seven whose work was far below standard were advised to withdraw.

At the opening of the new term in January, 241 of those who had attended during the autumn term returned. These were joined by seven students with previous training. Thus the total enrolment for the advanced term was 248. The session closed in June with an attendance of 247.

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

	Young Women.	Young Men.	Total.
Regular students	220	64	284
Special (School of Art)	3	.....	3
Total enrolment	223	64	287
Withdrew—illness, unsatisfactory work, etc.	28	6	34
Recommended for interim certificates	175	52	227
Recommended for special certificates (Art)	3	.....	3
Failed	17	6	23

The only change in the personnel of the staff occurred at the opening of the session. Mr. A. R. Lord returned to his work as instructor in geography, Inspector T. R. Hall resuming his work as Inspector in the Okanagan. I regret to report that Mr. W. P. Weston was compelled to leave his work in April because of ill-health.

The instruction in physical education was conducted by Sergeant-Major Frost. Of the 242 students examined, 238 qualified for Grade B certificate.

Classes in First Aid were organized in January. These classes were conducted by officials of the St. John Ambulance Association. Of the 245 students who attended the classes, 239 were granted first-aid diplomas.

Swimming and Life-saving classes were organized at the opening of the session. During the year eleven students were awarded instructors' diplomas and sixty-three received bronze medallions. These awards were made by the Royal Life Saving Society.

During the session eight weeks were devoted to observation and practice-teaching. During the autumn term the following schools were used for practice-teaching: Mount Pleasant, Aberdeen, Simon Fraser, Moberley, Franklin, Seymour, Dawson, and Central. During the winter term, Point Grey Junior High, MacKenzie, Langara, Kerrisdale, Norquay, Laura Secord, David Lloyd George, Lord Kitchener, and Lord Nelson. At all of these schools we met with the most hearty co-operation; principals and teachers were most anxious to help in every possible way. 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 one- and two-roomed schools in Burnaby, Surrey, Langley, Matsqui, Delta, Richmond, Coquitlam, Maple Ridge, North Vancouver, Chilliwack, and small rural schools along the coast and on Vancouver Island were visited. Through these visits our students-in-training acquired considerable insight into teaching and managing small ungraded schools. Our thanks are due to the teachers of these small schools for their very hearty co-operation in this important branch of teacher-training.

There has been during recent years considerable agitation for the extension of the time devoted to teacher-training. "Make the Normal School Course a two-year course" has become a somewhat common resolution from meetings of School Boards, Teachers' Conventions, and Parent-Teacher Associations. We believe that the period for teacher-training should be extended, but the matter is deserving of the most careful consideration. We emphatically do not approve of extending the course to two consecutive years of training. Under present conditions the

great majority of our students have received their elementary-school education in regularly organized municipal schools. These students are entirely unacquainted with conditions in ungraded rural schools. To attempt to instruct them in the successful solution of the very numerous problems of organization, management, and teaching in ungraded rural schools is a most difficult task owing to their lack of background. They cannot acquire this background through instruction in the Normal School. While something can be done to help them in these problems, it is well known that infinitely more could be accomplished if these students-in-training had the opportunity of actually experiencing the extremely varied and puzzling problems of school management. Normal School training can go so far, and beyond that it is of little use to extend such training. It is just here that the extending of the course to two consecutive years falls short. In the early years of Normal Schools in this Province temporary certificates were granted to students on the successful completion of the preliminary term's work, August to December. This certificate was valid for three years. Many of our students of those times took advantage of this certificate. They went into the rural districts and after three years of teaching returned to Normal School, January to May, in order to secure their permanent certificate. Three years of teaching had given these young people a fairly rich background. They were always outstanding in their classes. They had been face to face with the problems of management and teaching; they knew what they wanted to obtain from their course; they were keen and anxious.

With the great increase in the number of fully qualified teachers the above-mentioned temporary certificate was abolished.

Could not some extension of training along this line be again instituted? We would suggest that present training continue as now organized, but that on completing the two years of actual teaching on the interim certificate the young teacher be required to return to Normal School for an advanced course in order to obtain her permanent certificate. These young teachers would then be in a position to obtain full value from their training. Six months should be ample time in which to complete the advanced course.

We believe that the extension of teacher-training along the above lines would far surpass the extension of the training period to two consecutive years.

PROVINCIAL NORMAL SCHOOL, VICTORIA.

REPORT OF D. L. MacLAURIN, M.A., PRINCIPAL.

The session began on September 10th, 1930, and ended on June 12th, 1931. The total enrolment for the year was 169 students. This was 29 more than the enrolment for the year 1929–30. Of the 169 students in attendance, 107, or 63.3 per cent., had taken either Senior Matriculation or one or more years of University work. In 1929–30 only 51 per cent. of the total enrolment had this grade of academic standing. Of the 107, there were 16 who had two or more years of University work. Forty-seven towns and districts in all parts of the Province were represented by these 169 students.

Of the 169 students enrolled, one was a British-trained teacher who took only a short refresher course. Six discontinued attending at various times during the year. Six who were graduates of the University of British Columbia took the autumn session only and transferred in January to complete their work in the high-school teacher-training class at that institution. Seven who were repeating the course were awarded diplomas after having completed the autumn session. One hundred and thirty-nine were awarded diplomas in June, 1931, and ten failed to qualify. Of those awarded diplomas in June, eight obtained honour standing.

The following table presents the details of enrolment:—

	Women.	Men.	Totals.
Awarded diplomas	97	49	146
Failed	8	2	10
Discontinued attending	6	.....	6
Transferred to University of British Columbia	6	.....	6
Took refresher course	1	.....	1
Totals	118	51	169

The usual course in the Strathcona Trust physical training was given and all students except three obtained Grade B certificates. Two received certificates marked "Distinguished." Mr. Victor Montaldi, of Victoria, was awarded the gold medal for greatest proficiency in physical training.

Under the auspices of the St. John Ambulance Association, classes were conducted in First Aid. Lectures were delivered by Dr. A. B. Hudson, who was assisted in the practical demonstrations by Physical Instructors Wallace, Pink, and Bain. One hundred and forty-nine students obtained St. John Ambulance First-aid Certificates. This is most valuable instruction and I hope it may be possible to give similar courses each year.

Changes in the personnel of the staff for the year made changes in the apportionment of subjects of instruction necessary. Mr. C. B. Wood returned after a year's absence devoted to postgraduate study. Mr. H. L. Campbell, Provincial Inspector of Schools at Kamloops, was appointed to the staff to replace Mr. A. F. Matthews, who resumed his duties as Provincial Inspector of Schools. Mr. Campbell's wide experience as a teacher, as a principal, and as inspector of elementary schools admirably fitted him for the work of a Normal School instructor. The return of Mr. Wood and the appointment of Mr. Campbell added much to the success of the year's work. Instruction was apportioned during the year as follows: The Principal—Educational psychology, measurements and statistics, school administration, and school law. Mr. V. L. Denton—Geography and history. Mr. H. Dunnell—Penmanship, art, and woodwork. Mr. B. S. Freeman—Literature and nature-study. Mr. C. B. Wood—Language, reading, and history of education. Mr. H. L. Campbell—Arithmetic and English grammar. Miss G. G. Riddell—Vocal music, primary work, and manual arts. Miss L. Isbister—Home economics and nutrition. Miss I. Coursier—Health education. Sergeant-Major Wallace, Sergeant-Major Bain, and Sergeant Pink—Physical training.

To all inspectors, supervisors, principals, and teachers of elementary schools who assisted us with the practical teaching of our students I wish to express my genuine appreciation and sincere thanks.

SUMMER SCHOOL FOR TEACHERS.

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

The courses which were given at the 1931 Summer School were confined entirely to those which would qualify teachers to become instructors of the following subjects: Physical education in elementary schools and in junior and senior high schools; commercial subjects in high schools; music in elementary schools and in junior and senior high schools; manual training in elementary schools; technical training in junior and senior high schools; and technical and vocational subjects for technical schools.

There was a total attendance of 162 students, and credits were awarded to all who completed the course; these were recorded by the Registrar at the Department of Education.

The teaching staff consisted of the following:—

W. K. Beech, M.A., B.Paed.	Commercial Course.
W. G. Brandreth, B.P.E.	Physical Education Course.
Graham Bruce, B.A.	Commercial Course.
Miss Ethel Coney	Music Course.
John Fraser	Sheet-metal Work.
Alex. S. Hamilton	Manual Training for Elementary Schools.
Harry A. Jones	Machine-shop Work.
Miss S. E. MacKenzie	Commercial Course.
Miss Louie Stirk, B.A.	Folk-dancing.
Wm. Steele	Manual Training for Elementary Schools.
F. T. C. Wickett, A.R.C.O.	Music Course.
Miss Dorothea Hambly	Accompanist.
A. Wishart	Industrial Design.

COURSE FOR BRITISH COLUMBIA CERTIFICATE IN PHYSICAL EDUCATION FOR ELEMENTARY SCHOOLS.

As will be seen from the courses outlined below, physical education has been treated from its broad educational aspect, and in accordance with the Programme of Studies it was considered as a school activity in which every pupil should participate.

Games and exercises for all grades and suitable for class-rooms, halls, and playgrounds occupied an important part of the course.

Remedial exercises for individual pupils having postural defects and abnormal developments were also studied.

Folk-dancing was included in the programme, and nothing but praise was heard on all sides for the way in which the instructors conducted the class.

The work done during Summer School will be continued on Saturday mornings in Vancouver during the winter months.

The subjects embracing Course I. for the elementary-school certificate are as follows:—

	Hours.
(*a*.) Physical Education I.—Practice	50
(*b*.) Physical Education I.—Theory	25
(*c*.) Teaching Practice I. included in (*a*) and (*b*).	
(*d*.) School Games I. included in (*a*) and (*b*).	
(*e*.) Folk-dancing I.	25
(*f*.) Swimming I. (unless exempted by medical advice)	15
(*g*.) School Remedial Exercises I.	10
(*h*.) Physiology I.	25
(*i*.) Anatomy I.	25
(*j*.) Hygiene I.	25
(*k*.) First Aid I.	10
Total	210

The requirements for a special certificate entitling the holder to teach physical education in junior and senior high schools include the following:—

Prerequisite.—Hold the Physical Education Certificate for elementary schools.

	Hours.
(*a.*) Physical Education II.—Practice	50
(*b.*) Physical Education II.—Theory	25
(*c.*) Teaching Practice II. included in (*a*) and (*b*).	
(*d.*) School Games II.	25
(*e.*) Folk-dancing II.	25
(*f.*) Swimming II. (medallion of Royal Life Saving Society) (unless exempted by medical advice).	
(*g.*) School Remedial Exercises II.	10
(*h.*) Physiology II.	25
(*i.*) Applied Anatomy	25
(*j.*) Hygiene II.	25
(*k.*) First Aid II. (St. John Ambulance Certificate)	10
Total	220

The supervisor's certificate, which embraces the two certificates previously named, is awarded after the student has taken the following:—

(*a.*) Psychology of Physical Education.
(*b.*) Educational Gymnastics—Practice.
(*c.*) Educational Gymnastics—Theory.
(*d.*) Teaching Practice III. included in (*b*) and (*c*).
(*e.*) School Games III.
(*f.*) Folk-dancing III.
(*g.*) Swimming III. (unless exempted by medical advice).
(*h.*) School Remedial Exercises III.
(*i.*) Physiology III.

COURSES FOR BRITISH COLUMBIA CERTIFICATES IN COMMERCIAL SUBJECTS.

Courses were held in order to qualify teachers holding academic or first-class certificates for the following:—

(*a.*) High School Assistant Commercial Teacher's Certificate (Interim).
(*b.*) Commercial Specialist's Certificate (Permanent).

The training for the High School Assistant Commercial Teacher's Certificate (Interim) embodies the following subjects:—

Stenography (Theory): The principles of the Isaac Pitman system as covered by the main text-book of that system, the "Phonographic Instructor" (Isaac Pitman & Co., New York).

Stenography (Practical): The writing from dictation, in Isaac Pitman Shorthand, at a speed of not less than eighty words per minute from matter having a syllabic intensity of 1.5, with typewritten transcript at a rate of not less than twelve words per minute.

Typewriting (Theory and Practice): The mechanism and manipulation of the standard machines, with ability to write at a rate of at least forty words per minute for ten or more minutes from standard test material.

Book-keeping (Theory)—Single and Double Entry.

Book-keeping (Practice).

Business Practice and Statute Law.

Penmanship (Theory and Practice).

Arithmetic of Commerce and Finance.

Economics and Economic Geography.

For the Commercial Specialist's Certificate (Permanent), candidates must hold the High School Assistant Commercial Teacher's Certificate and pass the examinations set by the Department on any four of the subjects specified hereunder:—

Auditing.
Business Finance.
Office Practice and Organization.
History of Commerce and Industry.
Commercial Correspondence and Filing.
Commercial French or Spanish.
Shorthand: A speed of at least 120 words per minute from matter having an intensity of 1.5 words per minute.
Typewriting: A speed of sixty words per minute from standard test material.
Two Years' Approved Business Experience.

COURSES FOR BRITISH COLUMBIA CERTIFICATES IN SCHOOL MUSIC.

(*a.*) Class for teachers who desire to teach music in the elementary schools.
(*b.*) Class for school-teachers who desire to teach music in junior and senior high schools.

Course (*a*) consisted of the following:—

1. Entrance Requirements: Elementary Sight Reading, Time and Ear.
2. Psychology and Pedagogy applied to Music Teaching.. 1 unit of 50 hrs. = 50
3. Advanced Sight Reading, Time and Ear..... 2 „ 25 „ = 50
4. Rudiments of Music ..... 2 „ 25 „ = 50
5. Melody and Harmony I. ..... 2 „ 25 „ = 50
6. Choral Singing in Schools ..... 1 „ 25 „ = 25

Course (*b*) was composed of the undermentioned sections:—

Prerequisite.—Possess School Music Certificate, elementary schools.

1. Melody and Harmony II. ..... 4 units of 25 hrs. = 100
2. Instrumentation ..... 1 „ 25 „ = 25
3. Music Appreciation (including Form) ..... 1 „ 25 „ = 25
4. History of Music ..... 2 „ 25 „ = 50
5. Instrumental Qualifications, High School Music Credits II. or its equivalent.
6. Two Years' Successful Teaching on an Interim Certificate.

The aim in the Vocal Music Courses was to give a good sound fundamental knowledge of singing according to the requirements as found in the Course of Studies for elementary and junior and senior high schools, together with a serious study of teaching methods in imparting this knowledge to children attending the various grades.

This latter point is not always fully appreciated by music-teachers who are accustomed to instructing musical children. The problem of the school-teacher who undertakes to teach music is hard, inasmuch as he meets all types of children, musical and non-musical. Teaching methods are therefore important in the Teacher-training Course.

BRITISH COLUMBIA CERTIFICATE IN MANUAL TRAINING FOR ELEMENTARY SCHOOLS.

Applicants who desire training for this certificate must be either craftsmen who are *bona-fide* tradesmen of not less than five years' experience or persons who are the holders of British Columbia Teachers' Certificates of the First Class and have at least two years' satisfactory teaching experience.

All applicants, other than those named above, shall obtain instructions as to special supplementary studies from the Examining Committee before being admitted to any course of training.

Applicants must not suffer from any physical defect which in the opinion of the Examining Committee would impair their efficiency as teachers.

Age-limit on entry: 19 to 40 years, excepting teachers now in service.

Applicants must take advantage of every reasonable opportunity to complete training, and satisfy the Examining Committee as to inability to maintain regular attendance.

Successful completion of the following course of training, credits being allowed for similar courses previously taken under the direction of the Department of Education:—

TRAINING COURSE.

Compensatory Course.

Craftsmen.—(*Bona-fide* Tradesmen.) English I. (4 units of 25 hours); Mathematics I. (4 units of 25 hours).*

Teachers.—(First-class Certificate with successful experience.) Woodwork (4 units of 50 hours).

The above is a compensatory course calculated to balance the attainments of the craftsmen and the school-teacher candidate.

FOR CRAFTSMEN.

Pedagogy.†				
I. Theories and History of Education	2 units of	25 hrs.	=	50
II. Teaching Methods and M.T. Class Management, including Blackboard Drawing	2 ,,	25 ,,	=	50
III. Practice and Observation	2 ,,	25 ,,	=	50
Drawing.				
I. (*a.*) Practical Geometry (Elementary)	2 ,,	25 ,,	=	50
I. (*b.*) Practical Geometry (Advanced)	2 ,,	25 ,,	=	50
II. Draughting (Elementary)	1 ,,	50 ,,	=	50
IV. Design for Manual Training	1 ,,	25 ,,	=	25
VI. Designing Course of Projects	2 ,,	50 ,,	=	100
Woodwork.				
I. Manual Training Woodwork	4 ,,	25 ..	=	100
VII. Making Course of Projects	2 ,,	50 ,,	=	100
	20 units			625

After two years' successful teaching in an elementary school on an Interim Certificate, a certificate of a permanent nature will be granted.

NOTE.—These hours and units are included in the requirements for a High School Technical Certificate.

HIGH SCHOOL TECHNICAL CERTIFICATE (*a*) AND (*b*).

(QUALIFYING TO TEACH IN JUNIOR HIGH OR HIGH SCHOOLS.)

(*a.*) This Certificate is of Academic Standard. The holder must possess the Matriculation Certificate or Technical Leaving Certificate.

NOTE.—Junior Matriculation in English, Mathematics, Chemistry, and Physics will be accepted in lieu of full Certificate from those already teaching.

(*b.*) This Certificate is not of Academic Standard.

TRAINING COURSE.

Pedagogical Group.

1. Theories and History of Education	2 units of	25 hrs.	=	50
2. Teaching Methods and Class Management	2 ,,	25 ,,	=	50
3. Teaching Practice and Observation	2 ,,	25 ,,	=	50
4. Junior High School Philosophy	1 ,,	25 ,,	=	25
5. Special Teaching Method *re* Major Subject	1 ,,	25 ,,	=	25
6. Thesis	2 ,,	25 ,,	=	50
	10 units			250

N.B.—(*a.*) All of the foregoing are required of Craftsmen candidates.

(*b.*) Certificated teachers are exempt from No. 1 and 50 per cent. of Nos. 2 and 3.

(*c.*) Item No. 5 is taken along with the related shop-work.

(*d.*) The thesis, No. 6, must be on a topic bearing on High School Technical Education.

* Holders of Junior Matriculation exempt.

† First-class Certificated Teachers are exempt from No I. and 50 per cent. of Nos. II. and III.

Technological Group (1)—Drawing.

1. (*a.*) Practical Geometry (Elementary)	2	units of	25	hrs.	= 50
1. (*b.*) Practical Geometry (Advanced)	2	„	25	„	= 50
2. Draughting (Elementary)	1	„	50	„	= 50
3. Draughting (Advanced)	4	„	50	„	= 200
4. Design (Manual Training)	1	„	25	„	= 25
5. Design (Technical High School)	3	„	25	„	= 75
6. Course of Draughting (T.H.S. Projects)	2	„	50	„	= 100
7. Theory *re* item No. 3	1	„	25	„	= 25
	16 units				575

N.B.—Items Nos. 1 (*a*), 1 (*b*), 2, 4, and 5 are required of all candidates for High School Technical Certificate.

For the special draughting qualification items 1 (*a*) to 7, inclusive, are required; except from draughtsmen who are exempt from items 1 (*a*) and 2 and from 50 per cent. of item 3.

Technological Group (2)—Woodwork.

1. Educational Woodwork	4	units of	25	hrs.	= 100
2. Bench-work Practice	4	„	50	„	= 200
3. Cabinetmaking (Elementary)	2	„	50	„	= 100
4. Woodwork (Advanced)	3	„	50	„	= 150
5. Wood-turning (Elementary)	1	„	50	„	= 50
6. Wood-turning (Advanced)	1	„	50	„	= 50
7. Original Course of Projects (M.T.)	2	„	50	„	= 100
8. Original Course of Projects (T.H.S.)	2	„	50	„	= 100
9. Theory relating to items Nos. 4 and 5	1	„	25	„	= 25
	20 units				875

N.B.—*Re* High School Technical qualifications: Items 1, 2, 3, and 5 are required, but Woodworking Craftsmen are exempt from item 2.

For the Woodwork Specialist qualification items Nos. 4, 6, 8, and 9 are required in addition to those indicated in preceding note.

Technological Group (3)—Metalwork.

1. Sheet Metal (75 hrs.), Art Metal (50 hrs.)	5	units of	25	hrs.	= 125
2. Machine-shop Bench-work	3	„	25	„	= 75
3. Sheet Metal (Advanced)	2	„	50	„	= 100
4. Machine-shop (Advanced)	2	„	50	„	= 100
5. Original Course of Projects	2	„	50	„	= 100
6. Theory relating to Nos. 3 and 4	1	„	25	„	= 25
7. Metalwork Practice (General)	4	„	50	„	= 200
	19 units				725

N.B.—*Re* High School Technical qualifications: Metalwork Craftsmen are required to take items Nos. 1 and 2, others take No. 7 in addition.

For the Metalwork Specialist qualification items Nos. 3, 4, 5, and 6 are required in addition to those indicated in preceding note.

Technological Group (4)—Electricity.

1. Elementary (Practice)	1½	units of	50	hrs.	= 75
2. Elementary (Theory)	1	„	25	„	= 25
3. Advanced (Practice)	3	„	50	„	= 150
4. Advanced (Theory)	2	„	25	„	= 50
5. Original Course of Projects (T.H.S.)	2	„	50	„	= 100
	9½ units				400

N.B.—*Re* High School Technical qualifications: All candidates are required to take items 1 and 2.

For the Electrical Specialist qualification all candidates except electricians take items Nos. 3, 4, and 5 in addition to those indicated in preceding note. Electrician candidates take one-third of item No. 3 and items Nos. 4 and 5.

REQUIREMENTS FOR A TECHNICAL SCHOOL TEACHER'S CERTIFICATE (*a*) AND (*b*).

(QUALIFYING TO TEACH IN TECHNICAL AND VOCATIONAL SCHOOLS. FOR MEN HAVING TRADE TRAINING OF 100 PER CENT. STANDARD ANALYSIS.)

(*a.*) This Certificate is of Academic Standard for those who possess the Matriculation Certificate or Technical Leaving Certificate or equivalent Academic standing.

NOTE.—Junior Matriculation in English, Mathematics, Chemistry, and Physics will be accepted in lieu of full Matriculation Certificate from those already teaching.

(*b.*) This Certificate is not of Academic Standard.

Trade Experience.—All applicants must have served an apprenticeship at a trade and show proof that they have reached 100 per cent. of the requirements included in the analysis of the trade.

TRAINING COURSE.

Pedagogical Training.

(*a.*) Educational Psychology (2 units of 25 hours).
(*b.*) History of Education (2 units of 25 hours).
(*c.*) Science of Education (2 units of 25 hours).
(*d.*) Teaching Methods and Class Management (2 units of 25 hours).
(*e.*) Practice Teaching and Observation (2 units of 25 hours).
(Total, 10 units, 250 hours.)

NOTE.—Pedagogical Training is required with all Shop Courses.

Shop Course for Cabinetmaking.

(*a.*) Furniture Construction (Practice) (10 units of 50 hours).
(*b.*) Furniture Construction (Theory) (5 units of 25 hours).
(*c.*) Design for Industrial Arts applied to Furniture Design, including Lettering (5 units of 25 hours).
(*d.*) Geometry, Plane and Solid (8 units of 25 hours).
(*e.*) Mechanical Drawing, Development of Surfaces, etc. (5 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching (*a*), (*b*), (*c*), (*d*), (*e*). Trade analysis, job sheets, etc. (5 units of 50 hours).
(Total, 38 units, 1,325 hours.)

Shop Course for Building Construction.

(*a.*) Building Construction (Practice) (10 units of 50 hours).
(*b.*) Building Construction (Theory), including Mensuration and Taking of Quantities (5 units of 25 hours).
(*c.*) Design for Industrial Arts applied to Building Construction and Architecture, including Lettering (8 units of 25 hours).
(*d.*) Geometry, Plane and Solid (5 units of 25 hours).
(*e.*) Mechanical Drawing, Development of Surfaces, etc. (5 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching in (*a*), (*b*), (*c*), (*d*), (*e*) (5 units of 50 hours).
(Total, 38 units, 1,325 hours.)

Shop Course for Sheet-metal Work.

(*a.*) Sheet-metal Practice (10 units of 50 hours).
(*b.*) Sheet-metal Theory, including Mensuration (5 units of 25 hours).
(*c.*) Geometry, Plane and Solid, Development of Surfaces, etc. (8 units of 25 hours).
(*d.*) Design for Industrial Arts applied to Metalwork, including Lettering (5 units of 25 hours).
(*e.*) Art Metalwork (5 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching in (*a*), (*b*), (*c*), (*d*), (*e*). Trade analysis, job sheets, etc. (5 units of 50 hours).
(Total, 38 units, 1,325 hours.)

Shop Course for Machine-shop Work.

(*a.*) Machine-shop Practice (10 units of 50 hours).
(*b.*) Machine-shop Science, Mathematics, Mechanics, Heat Treatment, etc. (10 units of 25 hours).
(*c.*) Workshop Drawing and Lettering (2 units of 25 hours).
(*d.*) Geometry, Plane and Solid (3 units of 25 hours).
(*e.*) Machine Drawing, Stages I. and II. (8 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching in (*a*), (*b*), (*c*), (*d*), (*e*). Trade analysis, job sheets, etc. (5 units of 50 hours).
(Total, 38 units, 1,325 hours.)

Shop Course for Motor Engineering.

(*a.*) Automobile Construction and Repairs (Practice) (10 units of 50 hours).
(*b.*) Automobile Construction and Gas-engine Principles (Theory) (5 units of 25 hours).
(*c.*) Mechanical Drawing and Lettering (5 units of 25 hours).
(*d.*) Electricity, including Ignition (8 units of 25 hours).
(*e.*) Physics and Mechanics (5 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching in (*a*), (*b*), (*c*), (*d*), (*e*). Trade analysis, job sheets, etc. (5 units of 50 hours).
(Total, 38 units, 1,325 hours.)

Shop Course for Draughting.

(*a.*) Building Construction and Workshop Drawing (5 units of 50 hours).
(*b.*) Machine Construction and Workshop Drawing (5 units of 50 hours).
(*c.*) Design for Industrial Arts applied to Wood, Metal, Printing, etc., including Lettering (6 units of 50 hours).
(*d.*) Sheet-metal Draughting, Development of Surfaces, etc. (6 units of 25 hours).
(*e.*) Geometry, Plane and Solid (6 units of 25 hours).
(*f.*) Preparation of Courses of Work for teaching boys in (*a*), (*b*), (*c*), (*d*), (*e*). Making job sheets, etc. (5 units of 50 hours).
(Total, 33 units, 1,350 hours.)

Shop Course for Printing.

(*a.*) Printing Practice (10 units of 50 hours).
(*b.*) Printing Theory (5 units of 25 hours).
(*c.*) Design for Industrial Arts applied to Printing, including Lettering (10 units of 25 hours).
(*d.*) Wood or Linoleum Block Making and Printing (4 units of 50 hours).
(*e.*) Preparation of Courses of Work for teaching boys in (*a*), (*b*), (*c*), (*d*), (*e*). Trade analysis, job sheets, etc. (5 units of 50 hours).
(Total, 34 units, 1,325 hours.)

The success of training courses for instructors in the subjects referred to in this report has been amply borne out by experience during the past ten or twelve years. No stability or sound progress is possible without them, and therefore a continuance of this policy is much to be commended for the future.

TECHNICAL EDUCATION.

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

The duties of the Provincial Organizer of Technical Education are varied and yet comprehensive. They include the supervision of the following: (*a*) The establishing of manual-training centres in elementary schools, and Industrial Arts centres in junior and senior high schools; (*b*) the establishing and maintenance of technical schools where vocational and trade classes are held; (*c*) the equipping of commercial courses and agricultural courses in the high schools; (*d*) the organizing of night-schools for adult education; (*e*) the training and certification of teachers for the courses referred to above with the exception of agriculture.

MANUAL TRAINING IN ELEMENTARY SCHOOLS.

Manual training in this Province is characterized by freedom of expression, both for teachers and pupils; that is, the same course of work is not demanded of all instructors, but each is encouraged to draw up a course suitable for the type of pupils and to the locality in which the school is placed. While the early fundamental exercises are similar in both rural and urban districts, the basic exercises are worked out in projects that vary in character. Moreover, boys are permitted, after the first few exercises, to work at their own pace, the skilful boy being given additional and more difficult models. Due attention is paid to the theory of materials and to drawing and design, which gives the student power and confidence to do creative work.

Manual training in elementary schools consists mainly of woodwork, but in junior and senior high schools the name of Industrial Arts would be more appropriate because the training consists of diversified courses in wood and metalwork, electricity, and printing. It would be well to decide on the nomenclature of the three distinct groups of hand-work as manual training, industrial arts, and technical education.

The following districts have manual-training centres in operation: Armstrong, Burnaby, Cassidy, Chilliwack City, Chilliwack Municipality, Cranbrook, Courtenay, Cumberland, Esquimalt, Fernie, Harewood, Ioco, Kamloops, Kaslo, Kelowna, Ladysmith, Maple Ridge, Merritt, Nanaimo, Nelson, New Westminster, North Vancouver City, North Vancouver Municipality, Oak Bay, Ocean Falls, Penticton, Pitt Meadows, Port Moody, Powell River, Prince Rupert, Richmond, Summerland, Surrey, Trail, Vancouver, Vernon, Victoria, and West Vancouver.

The total number of centres in the Province in which elementary-school manual training is taught, together with the number of pupils attending, are given hereunder:—

Elementary-school manual-training shops	101
Elementary-school manual-training instructors	59
Elementary-school pupils attending	8,475
High-school pupils attending elementary-school centres	619

INDUSTRIAL ARTS AND TECHNICAL WORK IN JUNIOR AND SENIOR HIGH SCHOOLS.

The three-year manual-training courses are extended and enriched in schools of the above type. While woodwork alone characterizes most of the manual training in elementary schools, the courses in junior and senior high schools, as I have already explained, include metalwork, electricity, and in some cases printing.

The high-school technical options in woodwork and metalwork promise to become very popular. Already these are established in Britannia High School; John Oliver High School; King Edward High School; King George High School; Kitsilano Junior and Senior High School; Magee High School, Point Grey—all in Vancouver City; T. J. Trapp Technical High School, New Westminster; and in the High Schools at Penticton, Kelowna, and Nelson.

While the technical work in these schools, as far as it goes, reaches a high order of attainment, yet the time allocated to shop-work precludes it from becoming of vocational standard. The shop-work should be classified as Industrial Arts to distinguish it from purely technical or trade courses. Moreover, it is not necessary in equipping for such Industrial Arts courses to make large expenditures on machinery. Hand-work and hand-skill are the educational features; handling a machine is of secondary importance.

The City of Victoria has a two-year Industrial Arts Course, and I understand the school trustees are considering extending this to three years. There are no opportunities for trade courses in this city, and much might be done in this respect.

The total number of centres where Industrial Arts and technical work is taught in junior and senior high schools, together with the number of pupils attending, are given hereunder:—

Number of junior and senior high-school centres	21
Number of junior and senior high-school workshops at centres	38
Number of junior and senior high-school instructors	40
Number of junior and senior high-school pupils taking courses	5,889

As the same shops are used at some centres for the work of elementary schools and of junior and senior high schools, it will be necessary to add to this statement in order that one may know how many individual shops, instructors, and students there are in the Province. These are as follows:—

Total number of individual elementary and junior and senior high-school workshops	139
Total number of individual elementary and junior and senior high-school instructors	96
Total number of individual elementary and junior and senior high-school pupils	14,983

THE TECHNICAL SCHOOL, VANCOUVER.

The Technical School in Vancouver is the school where specific trade courses may be obtained. As soon as a young man knows what trade he intends to follow, he should, unless he intends to go to the University, make contact with the Technical School.

Courses of one, two, three, and four years' duration are provided.

Great care has been taken in drawing up the courses to preserve educational values and to avoid giving undue importance to machine skill. At the same time students should not be diverted too much from the activity they select when they really know at what trade they intend to work.

There is a distinct tendency to load up practical courses with theoretical text-book material which might almost be called irrelevant matter. To avoid this and to make for the finest type of correlation, each teacher on the academic side should be required to take a shop course in order that he may have the correct attitude towards industrial education. Since the Department requires each workshop instructor to attend lectures on psychology and study teaching methods, no reasonable objection could be made by teachers of academic subjects to the course proposed.

When the Technical School course was of three years' duration and students elected to try matriculation examinations, their shop-work was neglected even to the extent of being omitted altogether. Now, however, with a four-year course, there should be little reason for objecting to preparing a class of selected students for the science course in the University. During the three years spent at Technical School, boys develop considerably, and intelligent students think of their future. While at first their intention might not have been to attend University, they realize that training of University standard, especially in the science course, is helpful in obtaining and holding the higher professional positions, and when there is no class in the school for the purpose of preparing for University entrance, they are handicapped and feel as if they had been guided off the track. Moreover, boys who have taken the technical course are in a finer position to work their own way through University than those who have taken the academic course. They can commercialize their school training to better advantage; therefore matriculation should have its rightful place in the Technical School.

It is interesting to find a school orchestra in the Technical School. The distinctly educational accomplishment to play an instrument should be encouraged, and the rank and file of students attending school might well have an opportunity to listen and understand good music. A symphony orchestra and male voice choir could be organized in the school, and an opportunity to listen to both could be given during the usual Friday afternoon assembly, when films are shown from an excellent moving-picture machine.

Last year attention was drawn to the great field of technical work which was as yet untouched, and yet credentials for which were demanded from individuals by the Statutes of the Provincial Government. The following examples may be enumerated:—

(*a.*) Qualifications for Provincial and Dominion papers as engineers of the first, second, third, and fourth classes.

(*b.*) Qualifications for Provincial papers as miners, plumbers, and moving-picture operators.

(*c.*) Qualifications in navigation for masters, mates, and seafaring men.

(*d.*) Qualifications in aeronautics.

It is along these lines that the Technical School should mainly develop in order to carry on industrial education successfully. The Vancouver Technical School must not be merely a high school, but an institution where advanced industrial and vocational training may be obtained.

The equipment is too valuable and the shop experience of the instructors too expansive to have the shops filled with pupils of elementary-school grade. Industry calls for the finest minds and intellect in the country, intelligent men of foresight and ambition who will take their places as leaders in the community.

Day students in the Technical School number 1,010. Night students in the Technical School number 824. The total number of day students in Vancouver taking technical subjects is 1,383.

The T. J. Trapp Technical School, New Westminster, has a wonderfully varied programme. This includes junior high, technical high (including matriculation), technical (to a limited degree), commercial, home economics, and agriculture. The work in the shops is of a high standard, and to a limited extent special vocational students are admitted for work-shop courses. The organization of this difficult problem is splendidly carried out and speaks well for all concerned. The total enrolment numbers 508.

AGRICULTURE.

Agriculture as a school subject is taught in the following high schools: Chilliwack, Courtenay, Kelowna, Maple Ridge, New Westminster, Penticton, Richmond, Salmon Arm, Summerland, and Victoria.

The character of the course is of a very general nature, as may be judged from the manuals on the subject published for high schools. The grave danger is that the teacher will work from text-books instead of from practical experience on the home-farm, home-garden, or even school-garden.

Judging from the requirements for grants previously insisted upon by the Dominion Government, the practical work will require to be definitely stressed, even to spending on it 50 per cent. of the time.

The fundamental importance of the subject cannot be questioned, but the educational approach from a pre-vocational, vocational, or purely academic standpoint has long been a moot point. From any standpoint the subject is one of a scientific and educational nature, but the guiding motto should be: "Learn to know by doing."

SCHOOL OF DECORATIVE AND APPLIED ART.

This school is doing excellent work in decorative and applied art. The standard of accomplishment is extremely high in applique and embroidery, illumination and lettering, pottery, modelling, show-card and poster work, figure drawing and composition. It will bear comparison with that in larger centres which have been established for many years.

The training for the school diploma, which requires attendance for four years, is all that could be desired. The school is worthy of having more desirable and commodious quarters in which students could take greater pride, but they may console themselves with the fact that all great schools began in a similar humble way, and that it is not the building which is responsible for the standard of work accomplished.

Arrangements have wisely been made by which students may qualify for a Provincial certificate to teach art in the schools of the Province.

Students attending the day classes number 86, and those attending night classes number 358.

A full list of cities participating in the work of technical education is appended, and this shows an enrolment of 5,856 students.

City or Municipality.	Course.	No. of Students.	Average Attendance.
Burnaby	Commercial	166	149.00
Delta	Commercial	17	15.46
Kamloops	Commercial	43	43.00
Kamloops	Technical	152	152.00
Kamloops	Home Economics	183	183.00
Nelson	Commercial	23	23.00
New Westminster	Commercial	149	138.84
New Westminster	Home Economics	78	71.66
New Westminster	Technical	281	261.64
North Vancouver	Commercial	74	66.76
Oak Bay	Commercial	44	41.00
Oak Bay	Technical	31	31.00
Oak Bay	Home Economics	30	30.00
Oak Bay	Art	15	15.00
Prince Rupert	Commercial	41	38.11
Prince Rupert	Home Economics	107	104.04
Prince Rupert	Technical	50	48.00
Revelstoke	Commercial	20	18.40
Revelstoke	Technical	15	14.22
Vancouver	Commercial	1,775	1,624.10
Vancouver	Technical	1,393	1,344.34
Vancouver	Home Economics	467	450.50
Vancouver	Art	86	78.76
Victoria	Commercial	343	309.84
Victoria	Technical	176	167.30
West Vancouver	Commercial	97	87.00
Totals		5,856	5,505.97

Teacher-training Courses: Enrolment, 166; staff, 14. Correspondence Department: Enrolment, 301; staff, 11.

APPRENTICESHIP COUNCIL.

No report on technical work should be completed without reference to the work of the Apprenticeship Council in Vancouver City.

Employers and unions of most building trades have agreed to place their apprentices under the Council on a proper system of indenture, which provides definite scale of wages to be paid and sets out clearly the obligations of both parties.

The Council seeks to extend its plan of bringing to an end the loose form of apprenticeship so general in Vancouver, and in this the larger contracting firms are lending generous support.

The group of public-spirited men on the Vancouver Apprenticeship Council has been brought together from a small beginning chiefly by the persistent and unselfish efforts of one or two prominent contractors.

The Council assists in finding the most suitable type of boy, keeps him under observation, and provides special evening trade classes with periodical examinations. This boy is encouraged to improve his technical knowledge and is advised and guided during his most impressionable years.

Once a month the Council receives reports of boys' progress in work and school studies, passes upon applications for indentures, confers with technical-school authorities, and arbitrates on any disagreements that may arise between the apprentice and his employer.

Keeping in touch with apprentices who are under the wing of the Vancouver Apprenticeship Council is the particular duty of the Superintendent of Apprentices. He assists and guides them from the first, stimulating their desire to become skilled workmen and from his own experience drawing understanding of their mental attitude and of the work itself in all its phases.

The Superintendent sees that the boys attend their Technical School classes regularly. He obtains reports from the instructors and receives applications from boys desiring to be apprenticed in a trade, interviewing employers on their behalf.

It is recommended that the age for a beginner should be between 16 and 18. He should preferably have high-school or technical-school education and have a natural interest and ability towards construction-work.

When placed with a contractor the apprentice is on trial for a time, and, if satisfactory, is then indentured for four years.

In this indenture he binds himself to give faithful attention to his duties, to make all possible efforts towards learning his trade, and to make regular attendance each winter at the evening trade classes in the Technical School.

At the end of his four years the apprentice's record is considered by the Council. If his employer's report and those of others vouch for his fitness, he is qualified as a competent tradesman. If it is considered that further training is necessary, the boy is given an extension of six months or one year.

Under the guidance of the Vancouver Apprenticeship Council the apprentice benefits by a more contented mind, knowing he will receive equitable treatment. He also develops a sense of responsibility and takes a greater interest in his work.

NIGHT-SCHOOLS.

No educational money is better expended than that on adult education. The extent of the training may be judged from the subjects enumerated below, and the type of training may be termed twofold, for it includes both education for working-hours and education for hours of leisure. As things have been in the past, leisure has represented the short hours of life—work, the long hours; but machinery is fast altering the situation, until leisure will soon occupy the larger proportion of the hours of life. Then the important question will be, and indeed is now: "What is the best way to spend one's leisure-hours?"

Dr. L. P. Jacks, one of the world's finest philosophers, is convinced that the right direction is towards a form of education in which the chief object is skill rather than mere knowledge. In the words of this well-known philosopher: "The need is for a form of education in which creative skill is the chief objective. It is a thing that may take 10,000 forms, but the form with which we should begin, I think, is in the direction of the arts and crafts. Man, as I understand him, is essentially a skill-hungry animal, and until that desire is satisfied in one way or another, he will never be satisfied."

That British Columbia is, in a small way, doing her part in this respect may be judged from the following:—

Night-schools, with a total enrolment of 7,179 students, were conducted in the following cities, municipalities, and rural districts in the Province: Anyox and Granby Bay, Armstrong, Blakeburn, Britannia Beach, Britannia Mines, Burnaby, Champion Creek, Chilliwack Municipality, Comox, Courtenay, Denman Island, Fernie, Fraser Mills, Glade, Kaslo, Kelowna, Kimberley, Ladysmith, Maple Ridge, Michel and Natal, Mission, Mitchell Bay, New Westminster, North Vancouver Municipality, Ocean Falls, Okanagan Centre, Peachland, Pioneer Mines, Port Coquitlam, Powell River, Rutland, Saanich, Shoreacres, Silverton, Summerland, Surrey, Vancouver, Vernon, Victoria, West Vancouver, and Winfield.

The undermentioned subjects were included in the night-school courses: Academic courses for junior and senior matriculation, physics, chemistry, general science, mathematics, history, algebra, geometry, trigonometry, French, Latin, singing and choral, English for new Canadians, commercial English, commercial French, commercial Spanish, public speaking, psychology, shorthand, typewriting, secretarial practice, business correspondence, book-keeping and accounting, cost accounting, salesmanship, commercial arithmetic, technical drafting, machine construction and drawing, machine-shop practice, motor mechanics, automotive electricity, electrical engineering, stationary engineering, Diesel engineering, mining engineering, acetylene welding and cutting, heating and welding for steam-fitting trade, building construction for carpenters and mill-workers, sheet-metal work, general and decorative concrete-work, plumbing, painting and decorating, sign and pictorial painting, plain and ornamental plastering, radio course, wireless telegraphy and telephony, printing and presswork, show-card writing, cabinetmaking, carpentry and joinery, art metalwork, cookery, dressmaking, millinery, china-painting.

TEACHER-TRAINING CLASSES.

The manual and technical work of the Province has been greatly facilitated by the determination of the Department of Education to see that all instructors are trained to teach.

Consequently, classes were started years ago at which men could be trained as manual and technical teachers.

These classes are held in Vancouver Technical School, and are well attended, both on Saturdays during the year and at Summer School.

Classes to train as commercial teachers are organized at Summer School and the work is carried on by correspondence during the year.

(*a.*) Manual instructors for *Elementary Schools*—drawn from the ranks of craftsmen and the teaching profession.

(*b.*) Manual instructors for *Junior and Senior High Schools*—drawn mainly from the ranks of craftsmen. The same high industrial efficiency as required for technical teachers is not demanded.

(*c.*) Technical School teachers from the ranks of craftsmen having 100 per cent. industrial efficiency.

(*d.*) Commercial Teachers (Assistant's Certificate).

(*e.*) Commercial Teachers (Specialist's Certificate).

The enrolment in (*a*), (*b*), and (*c*) numbered 116, and in (*d*) and (*e*) numbered 50. The teaching staff numbered 14.

The total amount expended on teacher-training by the Department from July 1st, 1930, to June 30th, 1931, amounted to $7,514.17.

Information regarding the correspondence lessons in coal-mining and mine surveying is given in the report of James Hargreaves, instructor in coal-mining subjects.

The enrolment of students taking commercial subjects numbered 254, which, together with 29 students taking home economics, make a total enrolment of 283.

A great field of expansion lies in teaching technical subjects by correspondence. There is no logical reason why such practical work as physics, commercial subjects, and the subjects included in home economics should be taught and the High School Technical Course should be neglected.

There are courses prepared in machine-shop work, sheet-metal work, carpentry and joinery, cabinetmaking, industrial design, electricity, and auto mechanics.

The total amount expended in correspondence instruction from July 1st, 1930, to June 30th, 1931, amounted to $3,564.

ADMINISTRATION.

The total amount spent on the administration of technical work from July 1st, 1930, to June 30th, 1931, amounted to $7,829.39, making a grand total on technical education of $173,470.72 for the year:—

Day-schools	$114,342.09
Night-schools	32,325.28
Teacher-training	7,514.17
Teaching by correspondence	3,564.00
Technical equipment	7,895.79
Administration	7,829.39
Total	$173,470.72

TECHNICAL EDUCATION—HOME ECONOMICS.

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

The new centres opened during the past year consisted of Richmond, Oak Bay, Powell River, and Nanaimo Bay. Both Oak Bay and Powell River have established matriculation courses in home economics, and Nanaimo City has extended the work to include a Junior and Senior High School programme, necessitating a second full-time teacher. Ocean Falls has equipped an up-to-date foods centre and has also launched a matriculation course in Home Economics (A).

This June we had 108 students writing the matriculation examinations with the home economics option. These students came from the T. J. Trapp Technical School, New Westminster, and from the following high schools in Vancouver: King Edward, Magee, Kitsilano, John Oliver, and Lord Byng. Since the courses are now being offered in the following additional centres: King George High School, Vancouver; Britannia High School, Vancouver; North Vancouver High School, Prince Rupert, Ocean Falls, Powell River, Oak Bay, and Nanaimo, we expect this number to be gradually increased in the next three years.

Home economics for boys has continued to grow in popularity, particularly with the senior boys. North Vancouver High School had an enthusiastic group of Grade XI. boys, while a class of Grade XII. boys at King Edward High School, Vancouver, were close rivals in enthusiasm.

During the past year the first year's work of the matriculation course in Home Economics (A) has been adapted for correspondence classes. A total of twenty-nine students have enrolled for the course.

In spite of the general wave of depression, it has been most gratifying to note that no School Board has felt that home economics should be dispensed with. To have survived this test is to assume that at last we have outlived the stage when home economics as a school subject might be called a "frill."

The total number of home-economics centres that were in operation during the year was	86
The total number of home-economics teachers was	79
The total number of pupils taking home economics in elementary schools was	7,238
The total number of students taking home economics in junior high schools was	3,070
The total number of students taking home economics in high schools was	2,170
The total number of students taking home economics in Normal Schools was	422
The total number of high-school boys taking home economics was	48

RURAL TEACHERS' WELFARE OFFICER (WOMEN'S).

REPORT OF MISS LOTTIE BOWRON.

During the past year I have visited over 260 teachers in the rural districts, dividing my time as seemed wisest in the different inspectorates and as transportation would allow.

Speaking generally, I have found conditions fairly satisfactory, although in a few cases recommendations have been made to improve them. In certain districts I have recommended that for the present only men or older women should be appointed.

The teachers have, almost without exception, a splendid attitude towards their surroundings, but they generally seem grateful for a visit. From time to time I have been asked to make a special visit to assist in smoothing out difficulties and am often asked for advice.

In June I visited both Normal Schools, addressing the students and acquainting them with my work, as well as making a personal contact, which I have found has been of great assistance when we met later on.

I endeavour to meet one or more of the trustees when it is feasible and usually find them willing to co-operate when recommendations are made.

SCHOOLS OF THE CITY OF VANCOUVER.

REPORT OF J. S. GORDON, B.A., SUPERINTENDENT OF SCHOOLS.

SCHOOL ACCOMMODATION, 1930–31.

The school accommodation in Vancouver for the school-year 1930–31 was, generally speaking, good as a result of the building activities of the previous year, when $800,000 were spent on the erection of new schools. This satisfactory condition of school accommodation, coupled with unusual economic conditions, not unnaturally resulted in a cessation of school-building, despite the fact that the school population showed an increase of 1,293 for the previous year, with the prospects of a similar increase for the year now under review.

One remarkable feature of the increase in school population at the beginning of the past school-year was that over 75 per cent. of it was in the high-school classes, whereas there was a noticeable decrease in enrolment in the lower grades of the elementary schools. With continuing business depression, and greater difficulties presenting themselves for students wishing to enter the University, we may expect a continuing large increase in high-school enrolment. This was recognized at the opening of the present calendar year by the School Board, and tentative plans were formulated for an extensive high-school building programme for the coming school-year. This programme, of course, can be undertaken only with the consent of the ratepayers; and such consent can be hoped for only when a considerable majority of ratepayers regard the meeting of these school needs as equally urgent, or nearly as urgent, as the meeting of personal needs that cannot easily be met. How soon this will be it is impossible to forecast. At any rate, it is thought the time for submitting further school-building by-laws is not yet. It would seem, therefore, that Vancouver may not, in the near future, build in advance of its school needs, as it would gladly do; but after its needs become most pressing.

SCHOOL-SITES.

While school-building ceased during the past school-year, it is gratifying to report that the activity of the previous year in the improvement of school-grounds continued. Much was done to make several playgrounds not only more useful, but in many cases more beautiful. This policy evidently met with general approval, for a school money by-law of $50,000 for the construction of suitable playing-fields at strategic high-school centres particularly received very generous support from the ratepayers in December last. The by-law money thus secured, together with $22,500 provided by the Government for relief-work, was expended, for the most part, on the grounds of Magee High School, King Edward High School, John Oliver High School, Technical School, Point Grey Junior High School, and the following elementary schools: Begbie, Grandview, McBride, Mackenzie, Model, Open Air, and Queen Mary. If the Board can continue its programme of improvement for a few years on school-grounds, unsightliness will give place to beauty and comparative uselessness to utility for Vancouver school-children.

SCHOOL ORGANIZATION.

The enrolment of pupils in the various grades of the different types of schools showed a remarkable increase over that of the preceding year, particularly in the higher grades, where the *per capita* cost of education is highest. These increases are indicated in the following table:—

	Enrolment, Sept., 1929.	Enrolment, Sept., 1930.	Change.
Grade I	4,532	4,471	—61
Grade II	4,107	4,042	—65
Grade III	4,271	4,041	—230
Grade IV	3,750	4,154	404
Grade V	3,353	3,719	366
Grade VI	3,308	3,363	55
Grade VII	3,284	3,169	—115
Grade VIII	3,617	3,428	—189
Grade IX	3,063	3,337	274
Grade X	2,022	2,439	417
Grade XI	1,281	1,509	228
Grade XII	292	324	32
Special classes	342	519	177
Totals	37,222	38,515	1,293

In last year's report it was pointed out that there was a tendency towards smaller classes and fewer pupils per teacher in junior high and high schools. At the opening of the school-year 1930–31 an attempt was made, and with some success in the case of high schools, to check this unwarranted tendency. The organization of classes in the various types of schools, at the reopening of schools in September, 1929 and 1930, may be briefly summarized as follows:—

	Year.	Pupils.	Teachers.	Classes.	Pupils per Teacher.	Pupils per Class.
In elementary schools (regular classes)	1929	27,131	755	726	35.93	37.37
	1930	27,247	763	730	35.71	37.32
In elementary schools (special classes)	1929	391	24	24	16.29	16.29
	1930	416	25	25	16.64	16.64
In junior high schools	1929	4,363	150.5	117	28.99	37.29
	1930	4,351	150.5	116	28.91	37.50
In high schools	1929	6,012	217.5	175	27.64	34.25
	1930	6,801	232	185	29.31	36.76
Art School	1929	90	4	6	22.50	15.00
	1930	83	8	6	10.37	13.83

CHANGES DURING THE YEAR.

During the year further economies were effected, without losing efficiency, by reducing the Home Economics supervisory staff from three to one, and the Music supervisory staff from four to three.

In the appointment of a Director of Vocational Guidance a definite step was taken, early in the year, in an endeavour to prepare boys and girls better for fitting into occupations on leaving school. It is still too early to expect anything remarkable as a result of work along this line. Suffice it to say, not only a very definite but a very satisfactory beginning has been made.

It has been gratifying to note the keen interest taken in this new work by teachers. The extent of that interest was indicated by the large numbers who joined classes, organized and conducted by the Director, to study vocational guidance in the opening term of the year. There was an enrolment of 116 in the high-school group and 103 from the elementary schools.

With an extension of school-time for both elementary- and high-school students, there is no good reason why they should not all receive hereafter definite and valuable instruction in occupational information. This, as the first, and possibly the most important, step in our Vocational Guidance programme, we shall look for in future. If it is taken, as it should be and can be, with the facilities now afforded by the School Board, our pupils will be better prepared to make intelligent choice of their life-work. Other steps in the programme we shall look for later; but laying the foundations well and truly must be our first concern.

REPORTS OF MUNICIPAL INSPECTORS.

SCHOOLS OF THE CITY OF NEW WESTMINSTER.

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

The school-year 1930–31 was one of the most successful school-years in the history of New Westminster; all departments—elementary, junior high, and senior high schools—worked with a deep sense of responsibility and encouraging progress resulted.

We feel justly proud of our school system in New Westminster. Our buildings are, for the most part, new and kept strictly up to date; our equipment is of the finest; our playing-fields are spacious and carefully looked after; our pupils come from homes where parents keenly feel their responsibility toward their children and the State; and our teachers are fully qualified, able, and willing to bear fully the responsibility which is theirs in shaping to some extent at least the future of our boys and girls.

All phases of student development, we believe, received careful attention.

Our elementary schools, Grades I. to VI., carried out fully with pronounced success the programme of studies as issued by the Department, passing into our junior high schools pupils carefully prepared to do the higher work.

Our junior high schools, at present Grades VII. and VIII. only, with fully qualified teachers and every opportunity to carry out successfully the suggestions offered by the Department, have met a long-felt want.

Our senior high schools, with an enrolment of over 25 per cent. of our school enrolment, are ably maintaining the records of the past. This year Howard Hone, of the Duke of Connaught High School, was successful in winning the Governor-General's silver medal. The T. J. Trapp Technical High School was also outstanding on the Junior Matriculation Examinations.

All schools entered various phases of athletics, inter-class, inter-school, and inter-city, and again special mention is due the Duke of Connaught High School on winning the basket-ball inter-city championship and the Technical for its success in rugby.

Music received its proper attention in all schools.

The importance of physical development was felt and received due attention; all pupils receiving careful instruction under competent supervision.

"May Day" celebrated its Diamond Jubilee on May 15th; about 2,000 children assisted in making it a memorable event. We were happy in entertaining, with the May Queens of other days, the "Exchange Teachers" of the Lower Mainland.

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.

The value to the health and progress of the youth of our schools by the Dental Clinic, Dr. J. A. Sampson and Miss Marion Rennie, need not be enlarged upon in this report.

Evening-school instruction was given two evenings per week from October to the end of March at the T. J. Trapp Technical High School, in all subjects for which there was a sufficient demand.

Consistent with its expressed policy, the School Board has ever been alert to the needs of the pupils of this city; and to them for their business ability, foresight, and high ideals a debt of gratitude is owed.

The guidance and assistance of the Department of Education at all times has been appreciated.

SCHOOLS OF THE CITY OF VICTORIA.

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

The total enrolment of pupils was about the same as the previous year, and a high percentage of attendance was maintained throughout the school-year. There were very few changes

in the organization of the schools for instructional purposes and the efficiency of instruction as measured by inspections and tests reflected credit on the staff generally.

ELEMENTARY SCHOOLS.

The importance of organizing class-room instruction to meet differences of ability received greater attention. There is still, however, too great a tendency to teach a large class as one group irrespective of individual attainments. A sound classification is essential for satisfactory progress and reducing retardation to a minimum. In a few instances young pupils were advanced too rapidly and had not the foundation necessary for satisfactory progress in the higher grade.

The teachers in the elementary schools are finding difficulty in using effectively the authorized text for Senior Grade arithmetic. For pupils' use this book contains too few suitable exercises involving the principles which have been taught. Difficulty is also being experienced in securing satisfactory results in the subject of history. It is considered that the prescribed course and the Entrance Examination place too much emphasis on constitutional history, the detailed study of which is, on the whole, uninteresting to elementary pupils. Instruction in history should carry the appeal which will interest pupils and lead them to become intelligent readers of the subject. It is doubtful if the present British history text-book and the prescribed limits in both Canadian and British history are achieving this objective.

HIGH SCHOOL.

The new Programme of Studies for high schools has created greater opportunities for the student to elect courses of study adapted to his aptitudes. It is a distinct educational advancement to have increasing recognition given to such subjects as art, music, and dramatics. At our high school last year music and dramatics made a very definite contribution to the groups of students who took these subjects for credit. This year seventy-five girls are taking the music option and are getting a great deal of benefit from it. The changes governing the subject of art are a decided improvement. The fact that this subject may be continued from year to year, and that the course includes practical application of the principles of design and the development of art appreciation, is commending the course to an increasingly large number of students.

Undoubtedly the importance of the subject of health justifies its being prescribed as a compulsory subject. Its principal objective is to lead students to form intelligently correct habits of health, and the achievement of this end will be determined by the interest and appeal aroused by the teaching. This objective will be defeated by prescribing a too ambitious course of study, and particularly by making the subject an examination one.

The inclusion of English grammar in the first and second year curriculum is approved by all our teachers of English, but these same teachers unanimously regret that it has been made an examination subject for junior matriculation.

The authorized History Course is extremely heavy, and it is the general opinion that, in covering so broad a field as is prescribed in the new Social Studies Course, too much detailed knowledge is required. Such conditions promote the practice of dictating notes and outlines to be memorized and reproduced at examinations. It is also felt that our young students in the early high-school grades are given too much constitutional history. This assumes more mature minds than they possess to study the development of great constitutional, social, and political principles.

The new Commercial Course emphasizes the value of giving commercial students a good general educational background, but the wide choice of electives makes the economical organization of our high school more difficult. There is a growing feeling that commercial courses are elected by many students who are too young and immature to commence these studies. At the same time it is a fact that the majority of commercial students do not remain in attendance for more than two years. To meet the requirements of this group, a carefully prescribed short course of one or two years is necessary. Such course should emphasize the subject of English as much as possible and include an intensive study of a few commercial subjects without attempting to cover wide limits in the field of business practice and procedure.

VICTORIA COLLEGE.

Victoria College has continued to develop during the past year. The enrolment for the session 1931–32 is 281, an increase of 25 over the previous session. There are 198 students in the first year and 83 in the second. In addition to this enrolment, 36 students are in attendance in the special classes held during the late afternoons and evenings. The increased attendance has necessitated the holding of classes on Saturday mornings.

Considerable improvements have been made in the building and equipment and about 500 new volumes have been added to the College library by the Board of School Trustees and by private donors. The apparatus for practical work in the sciences is now quite adequate.

The success of students who have left this college to pursue their studies elsewhere continues to bring credit to the local institution, and there is no doubt that Victoria College is meeting a real need in this district at a minimum cost to Victoria ratepayers.

RETIREMENT OF TEACHERS.

The close of the school-year was marked by the retirement of the following teachers: Misses E. A. F. Barron, C. A. Dowler, A. Keast, E. G. Lawson, S. A. Robinson, M. Williams, Mrs. E. E. Menkus, and Mr. W. H. Gee.

These teachers have left a record of faithful and efficient service covering a period of many years, and it is difficult to estimate the value of their splendid influence on the hundreds of pupils whom they taught.

The Victoria Board also regretted to lose the services of Mr. F. Waddington, Supervisor of Music, who accepted a more responsible position on the Vancouver staff.

SCHOOLS OF THE MUNICIPALITY OF BURNABY.

REPORT OF E. G. DANIELS, B.A., MUNICIPAL INSPECTOR OF SCHOOLS.

The year 1930–31 has been a period of considerable growth in attendance at the elementary and high schools of this municipality. In the elementary schools 4,420 pupils were enrolled, as compared with 4,234 pupils for the preceding year. A corresponding increase was noticeable in the high schools, where the attendance rose from 486 to 572 pupils. As this growth was spread quite generally over the district, the additional enrolment was accommodated without any increase in staff, although some class-rooms were slightly overcrowded during the second term of the year. In addition to the above facts, it should be noted that permits were issued by the Board for the attendance of 172 pupils at the Technical Schools of Vancouver and New Westminster, the annual fee being $100 per pupil. The total of 5,164 children of the municipality provided with educational facilities is 289 above that of any previous year.

So far as academic standing is concerned, the results of the matriculation and other examinations held by your Department in June would indicate that standards are being well maintained.

Changing economic conditions are reflected in the apparent disinclination of teachers to change either occupation or position. The staff of 1929–30 carried on during 1930–31 with very few exceptions. This tends to give continuity and added effectiveness to the teaching process.

In the Musical Festival Competition the excellent record of Kingsway West School is worthy of note. Classes under the direction of Miss Rose Mould won the Welsh Male Voice Choir shield, the Province shield, and the Lions' Club shield—the latter being awarded for highest marks received by any school choir in the festival. This shield carries with it a $50 scholarship, which is awarded at the discretion of Principal Blair of this school.

The interest shown by the Board of School Trustees of Burnaby in everything pertaining to the welfare of the schools is, as you are aware, very active and sincere. This Province owes to the men and women serving gratuitously on its School Boards a debt that cannot be easily estimated.

May I be permitted to express to you and all others connected with your Department my sincere thanks for your friendly and helpful attitude which has been evident during the past year in every phase of our relations and for the clear-cut decisions which have been made in every problem referred to you for solution.

SCHOOLS OF THE MUNICIPALITY OF SAANICH.

REPORT OF J. M. PATERSON, B.A., MUNICIPAL INSPECTOR OF SCHOOLS.

This has been for me a very busy year, mainly because of the high-school situation in this municipality. Because of the failure to pass a by-law to provide adequate high-school accommodation last year and as it was imperative that provision be made to house Grades IX. and X. (about 250 pupils), it became necessary to find class-rooms for all Tolmie elementary-school pupils, so that the high school might be conducted in one building. This was done with great difficulty. Then, because of the approaching necessity of having to accommodate all high-school pupils, the School Board was faced with the task of submitting another by-law, entailing a great deal of preparatory work.

However, the by-law to provide money for three high schools, one in the northern portion of the municipality, one in the south-eastern portion, and one in the south-western, was put before the people in May and carried.

The preliminary planning and necessary organization which this project entailed has been strenuous, to say the least. However, the heavy work is now done and two of the schools at the time of writing are functioning, and the third—the largest—is in process of construction and should be ready by February. Over 400 high-school students are in attendance this fall—about seventy more than our estimate.

The work spoken of above I found interfered considerably with my work in the class-room, but I was able to keep in fairly close touch with it all. I tried to devote most of the time in the class-room to those teachers who most needed attention and direction. I have found my earlier efforts to reduce retardation producing satisfactory results, and I believe retardation is nearing the proper minimum.

Might I express my gratification at the opportunity given during July to have school problems discussed by the Educational staff as a whole. The Minister of Education at these meetings expressed his desire to have suggestions tendered by the Inspectors or others. In this connection, might I refer to a point introduced at the first meeting. In discussing the further training of teachers, it was proposed to give the prospective teacher a year's training at Normal School, allow him to teach for two years, and then require his further attendance at Normal School for at least a session.

I can foresee that a hardship will be imposed on some teachers and some school districts if this is carried out. In many cases a good teacher, who has given every satisfaction, will be compelled to leave his school, which will lose a satisfactory teacher. To offset this, might I suggest that the second Normal period of training, which is, I agree, very necessary, be taken during summer months, two or more summer terms being required. In this way no hardship will be imposed upon teacher or district.

Recent accidents to pupils on school-grounds and on roads to and from schools, and attempts on the part of parents to have the School Boards shoulder the consequent expenses, whether or not there was contributory negligence on the part of the Board, has made Saanich School Board consider placing insurance to protect themselves. Even if the Board was in no way guilty of negligence, there is always the possibility of having to meet legal fees.

I believe that the Department is being asked by the Trustees' Federation to organize a fire-insurance scheme. If this is being considered, might I be allowed to suggest that an accident-insurance scheme for the protection of School Boards receive consideration at the same time.

SCHOOL FOR THE DEAF AND THE BLIND.

REPORT OF S. H. LAWRENCE, PRINCIPAL.

The number of pupils enrolled during the year was eighty-five, of whom fifty-four were boys and thirty-one girls. Of this number, sixty-four were in the department for the deaf and twenty-one in the department for the blind.

The health of all was remarkably good until Easter, when an outbreak of diphtheria occurred. It came like a bolt out of the blue, and we have never been able to trace its origin. We had eleven cases in all, which for a time seriously interrupted the regular school-work, but none of them proved fatal, nor did they leave any bad after-effects.

During the year the regular class-room work was carried along lines very similar to those of former years. We followed, as closely as circumstances would allow, the course of study as authorized for the public schools. In the classes for the blind we taught the subject-matter of the prescribed text-books, which had to be first transcribed into the braille for the convenience of the blind pupils.

With the deaf, however, more simplified lessons had to be used, as these children enter school unable either to use or understand the English language. It requires several years before they can understand the language of the text-books, or even express ideas of their own. With both the deaf and the blind we have to make haste slowly, and it is very essential that the work be done by highly trained and efficient instructors, particularly in the early stages of their education.

It seems practically impossible to retain teachers for more than a year or two. These changes have a more detrimental effect upon progress among deaf or blind children than among normal pupils in the public schools. A new teacher cannot begin at the point where the other left off.

At the end of last year the school lost the services of a valued teacher by the resignation of Miss W. D. Armitage, who is this year pursuing further study at the University of British Columbia. It is to be hoped that Miss Armitage will return to her first love and carry on what she has so successfully begun.

It is encouraging to me and hopeful for the children that I was able to secure a very promising successor to her in the person of Miss Eva McKay, who comes to us after some years of successful teaching in the schools in Manitoba, and a year's special training at the School for Improved Instruction for the Deaf in New York City.

Another change on the teaching staff was caused by the resignation of Miss Miller to accept a similar position in the new school for the deaf recently established in Saskatoon, Saskatchewan. Miss Miller's place has been filled by the appointment of Mrs. Madge McKinnie, who formerly taught in the School for the Deaf in Doncaster, England.

Special efforts were made to promote, as far as circumstances would admit, the training of pupils along domestic and vocational lines. The girls received training in general housework, and were given both instruction and practice in cooking, dressmaking, and millinery under a fully qualified teacher. Others were taught typing. Any boys who desired had opportunity to become familiar with farming, gardening, and the care of poultry. Manual training is taught to all boys who are old enough to work at it, and Mrs. Burke continued her pupils in music, particularly pianoforte-playing.

One boy attended the Vancouver Technical School and I was able to place a few other boys in shops in the city, where they can work after regular school-hours and fit themselves for something useful after they quit school. One boy has become quite expert at shoemaking, and I have no doubt but he will follow it at his home.

As the blind cannot engage in these occupations, I would urge that a part-time teacher be engaged to teach them reed-work, and perhaps cane-seating.

I would like to impress upon the Department the urgent need there is for a physical instructor. Both the blind and the deaf need graded lessons along this line even more than normal children.

A further recommendation would be the renewal of the one I made last year, the appointment of a part-time teacher to instruct a class in shoemaking. I feel confident that it would be money well spent and in after-years prove a saving to the Government.

I think it is fitting that I should here make mention of the deep interest that is taken in the school by the various service clubs in the city. The Elks' Club, the Lions' Club, and the Kiwanis Club have especially favoured us. The ladies' organizations have remembered us in a very practical way by bringing musical entertainment to the children.

We were all honoured by and delighted in the visits last year of both yourself and the Honourable the Minister of Education. I would that more connected with the Government could find it convenient to pay us an occasional visit. I feel sure that the result would be like the effect of the quality of mercy, blessing both the giver and the receiver.

In closing, I desire to extend my thanks to you, sir, and through you to the Honourable the Minister of Education, for your many kindnesses that I have experienced and for your patient dealing with my shortcomings.

HIGH SCHOOL CORRESPONDENCE COURSES.

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

With the conclusion of our second year of High School Correspondence Instruction we are able to report certain gains growing out of greater experience in the work. Our instructors have devoted themselves whole-heartedly and with ever-increasing interest to the important and difficult task of guiding a large body of students, individually, through courses of study none too easy under the best of conditions. The quality of the instruction papers is steadily being improved, and as time permits they are being revised in order to bring them into harmony with the new four-year High School Curriculum. This is being done in part by the members of our present staff, but it will be necessary to have a few additional courses prepared by trained experts in some of the subjects.

In addition to the regular instruction papers, we have undertaken the preparation of a series of term tests which the students write under examination conditions. These tests correspond to the Christmas, Easter, and June examinations in the high schools. In most cases these tests are written under the supervision of the local elementary-school teacher. In the case of adult students and in all cases where the student lives over 3 miles from the school the tests are written in the home. These tests serve in part as a teaching device, as the students always receive their corrected papers with advice as to the perfecting of their work. They also serve to acquaint the instructor with the true status of the student in the work from time to time as it progresses.

During the year the work of instruction was carried on by four full-time instructors and nine part-time instructors, all of whom were chosen for their special knowledge of the subjects assigned to them.

ORGANIZATION AND CONDITIONS OF REGISTRATION.

The courses offered may be grouped as follows: (1) Courses leading to Junior Matriculation; (2) Entrance to Normal; (3) High School Commercial; (4) Personal Improvement. The requirements for the first three are fully specified in the official Programme of Studies for the Province, but no particular course has been mapped out for Personal Improvement. It is a matter of arrangement and the subjects chosen are largely a matter of personal preference or of expediency on the part of the student. Our two years' experience in this work has shown the need of more definite educational and vocational guidance for our students and, indeed, for the people of the Province as a whole. Many letters have been received from parents as well as from young folk asking for advice as to the possibilities afforded by different vocations and as to the best courses to follow under different circumstances. There is evident need at the present time for more vocational courses than we have yet been able to offer. For those who are not aiming to attend university or to enter the teaching profession we have little to offer outside of the commercial courses, and I would strongly urge that more vocational courses be added. It is a matter of common occurrence to receive letters from young men and young women from 16 to 20 years of age stating that they can manage so as to devote a year or two to study by correspondence if by so doing they can prepare themselves to go out and earn a living. The State of New South Wales has gone a long way towards meeting similar requests from young men and women in Australia. The Department of Education at Sydney offers by correspondence through its Technical Education Branch more than a score of technical and vocational courses, including the various branches of agriculture, applied art, draughting, building construction, carpentry and joinery, printing and composing, millinery, dressmaking, cookery and household management, country drainage and plumbing, practical sanitation, stenography, and business courses. It is to be hoped that we can offer at least a few more definitely vocational courses in the very near future.

The conditions of registration are substantially the same as those established two years ago. No age-limit has been imposed and under the section on enrolment it will be seen that quite a large number, approximately one-third, of our students are over 18 years of age. In a general way most of those who have taken advantage of the opportunity of studying under correspondence instruction are included in the following:—

(1.) Strong and thoroughly capable young people of the ordinary high-school age (12 to 18 years) whose parents are engaged in pioneer work, living at considerable distances from high schools and who cannot afford to meet the expense of paying for board and lodging in town. From this large group we draw many of our very best students.

(2.) Older boys and girls who completed the elementary-school course some years ago, but who had to remain at home to help with the work there and to help to earn a living for the family.

(3.) Those suffering from physical disability or abnormalities—cripples, nervous cases, serious injury requiring months for recovery, and sanatorium patients.

(4.) Those who must remain in the home to care for younger members of the family because of ill-health of one or both parents.

(5.) Those who have reached the adult stage and who, perchance, neglected to improve themselves when of school age or who now wish to prepare themselves for a change of vocation.

(6.) Those younger students who require only one or two subjects in order to complete a high-school course.

(7.) Emergency cases of all kinds—especially where students through accident or illness, either to themselves, to parent, brother, or sister at home, must immediately leave school for the balance of the term or for an indefinite period.

These circumstances and variations of them are in some measure met by our high-school correspondence courses. Many are the expressions of appreciation coming in from both parents and students, and with the improvements in courses and in management which we hope to effect there will presently be built up an educational service along the line of secondary and vocational education that will bring to a great many people in British Columbia new opportunities, increased power, and happier living.

STUDENT ENROLMENT FOR THE YEAR.

At the close of the last school-year, June 30th, 1929, there were 522 students on the roll, and during the twelve months following a total of 533 new students enrolled, so that the total enrolment during the year reached a maximum of 1,055. A number of students completed the courses for which they were registered and others withdrew to attend high school or for other reason. During the entire year covered by this report a total of 208 students withdrew, leaving a net total of 847 students enrolled on June 30th, 1931. The proportion of new students registering for the different courses this year varies somewhat from those registering last year. Those registering for Junior Matriculation last year were 60 per cent. of the total, whilst this year's entrants for that course make up only 49 per cent. For Normal Entrance last year we had 16 per cent. and this year 12 per cent. For Commercial Courses last year 25 per cent. and this year 33.5 per cent. Only 5.5 per cent. specified Personal Improvement as their objective.

As to the number of subjects carried by the individual students, the following percentages are close approximations:—

	Per Cent.
Students taking a full course (8 or 9 subjects)	48.5
Students taking 7 subjects	1.0
Students taking 6 subjects	3.5
Students taking 5 subjects	7.5
Students taking 4 subjects	7.0
Students taking 3 subjects	10.0
Students taking 2 subjects	7.5
Students taking 1 subject	15.0

So far we have permitted the students to decide for themselves the number of subjects to be carried, with the result that in some cases students have registered for more subjects than they could hope to finish in a year. From now on the number of subjects to be carried will be determined chiefly by the number of hours per week for which the student registers. We have gained sufficient knowledge during the last two years to be able to say that a student of good ability who will devote full school-time (six or seven hours per day) to correspondence-work will readily complete the entire work of a grade in ten months—or, in other words, he can just

keep up with a student of equal ability in the average high school. It is possible that with improved methods of instruction and with added facility in handling the work the better class of student will go a little faster. It is, of course, sheer folly to think, as some of our pupils and also some parents have thought, that a boy or girl can put in an eight-hour day in manual labour or in household duties and still make a whole grade in one year by studying an hour or two in the evening, if, perchance, they are not too tired when supper is over. Our courses are so planned as to meet the full requirements of the High School Curriculum, and to meet those requirements as thoroughly and completely as is done in the best high schools in the Province. Probably a certain disillusionment that has doubtless occurred in many cases explains the withdrawal of quite a number who registered, but who later withdrew either through inability to give the necessary time or disinclination to make the necessary sacrifice in hard work.

In order to have a clear understanding with the student from the start, we propose to adopt a weekly schedule of work for each student, depending on the amount of time assigned to study, and so prevent as far as possible the disappointment that inevitably results from failure to meet an educational objective. This is one of the reasons for advocating that all 'teen-age boys and girls who register for full correspondence courses attend their local elementary school, where they will at least be assured regular hours for study. Of course, if the school is noisy and poorly managed, the benefits to be derived from attendance may be more than offset by distractions. Such cases, however, are exceptional, and I have had ample evidence to prove that high-school correspondence students derive real benefit from attendance at the local elementary school not only from the point of view of regularity in hours of work, but also because of the encouragement and practical assistance rendered by the presiding teacher.

Of the new students enrolled during the year, 45 per cent. were over 18 years of age and 55 per cent. under. Last year 33 per cent. of the students enrolled were over 18 years and 67 per cent. under 18. It would appear that a proportionately larger number of adults are becoming interested in home study. About 60 per cent. of those enrolled were born in British Columbia, and of the remaining 40 per cent., almost 16 per cent. were born in other Canadian Provinces, 13 per cent. in the British Isles, and 3 per cent. in the United States.

THE WORK OF INSTRUCTION.

Teaching by correspondence is much more than examining, correcting, and evaluating papers. It calls for very competent and resourceful instructors, who strive to form a real acquaintance with their students and who develop a genuine interest in their progress. We have been fortunate in securing from the beginning instructors, both men and women, who possess these qualifications. In all correspondence instruction the lack of personal contact with the students is one of the drawbacks that cannot altogether be overcome. Our instructors do a good deal to minimize this difficulty by the way in which they treat the requests for help that come from the students, who are always encouraged to raise questions on all points not fully understood by them. Still there is need of some further means for closer personal contact. It is to be hoped that radio communication can soon be established. There is also great need for library facilities for many who are now quite beyond the reach of local or district library service.

Already some of the students have urged the value of a high-school magazine as a medium whereby they would be enabled to keep in touch with school interests generally. Such a magazine going out to our students monthly would make possible a great many social and educational benefits that are at present hard to secure. Furthermore, such a magazine would be of great value to many others who are in regular attendance in the high schools of the Province and even outside of the Province. In Australia and New Zealand correspondence-school magazines are used a great deal and evidently meet an important need in the system of correspondence schools now so well established in those countries. In six of the States of the Australian Commonwealth there are enrolled at the present time in elementary and secondary correspondence courses almost 15,000 students, the highest percentage of the school population so engaged in any country in the world. As several of the Canadian Provinces are now carrying on extensive systems of correspondence instruction—notably Saskatchewan and Manitoba in secondary-school work—we may presently rival even our sister dominion in this new educational enterprise.

THE COST OF INSTRUCTION.

Expenditures for the period covered by this report were as follows:—

(1.) Salaries—	
(*a.*) Permanent (office staff and instructors)	$13,769.19
(*b.*) Temporary (office-help and instructors)	4,794.94
Total paid in salaries	$18,564.13
(2.) Printing and mimeographing	7,095.50
(3.) Preparation and revision of instruction papers by outside help	687.50
(4.) For students' science sets (50 per cent. of cost)	1,327.26
(5.) Miscellaneous office supplies and travelling	974.47
Total	$28,648.86

We have undertaken a complete revision of all courses in order to bring them into line with the four-year High School Programme, and this work will continue throughout the coming year until completed. Part of this reorganization of instruction papers is being done, as time permits, by our full-time instructors and part by paid specialists outside the Department. When this work of revision is completed we shall have all of our courses in better condition; the results of which will be reflected in the progress of the students.

Last year the total expenditure for High School Correspondence Instruction was approximately $47 per student enrolled. This year it is a little more than $27 per student enrolled, but if all students had worked continuously this would have run a few dollars higher.

With the increase in student enrolment and the reorganization of courses on the four-year basis, we are feeling the need of more adequate accommodation both in office-room and in instructors' rooms. Our present quarters are extremely cramped and inconvenient and by another year the situation will become still more difficult. We are in urgent need of at least three adjoining rooms in which to conduct all of the work of administration and instruction. With such added facilities for carrying on the work, and with a reasonable schedule of fees, we would be in a position to further extend the work to include courses leading to Senior Matriculation and also a number of vocational courses. There is at the present time a strong demand for both.

CORRESPONDENCE COURSES IN COAL-MINING AND ELEMENTARY SCHOOL SUBJECTS.

REPORT OF JAMES HARGREAVES, OFFICER IN CHARGE.

The total number of pupils enrolled were as follows:—

Grade I.	109	Grade VI.	67
Grade II.	100	Grade VII.	53
Grade III.	98	Grade VIII.	76
Grade IV.	96		
Grade V.	82	Total	681

Sixteen of our students were successful in entering high school last term.

The total number of lessons corrected was 10,494.

Salaries amounted to $7,154; office supplies, $1,159.86; postage, approximately, $225. The approximate cost per pupil is $14.60.

Extracts from letters of parents expressing appreciation are given below:—

"The strong point about your course is that it's thorough. The student has time to reflect and absorb all that's in it. Then every lesson is thoroughly checked; this gives the child the maximum benefit; besides, the returned lessons afford an everlasting record of all work."

"May I take this opportunity of thanking you very much indeed for your help and time given to John. I consider the Correspondence Course gives a very thorough grounding and is a real help to boys and girls unable to attend school."

"The Correspondence Course has been such a help to my daughter. She is very interested in her work and anxious to obtain good marks. It really is a wonderful system. I am most grateful to you for all the trouble you take with her lessons."

CORRESPONDENCE 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 course embraces the following:—

No. 1. Preparatory mining course for boys over 15 years of age who have left school.
No. 2. Course in arithmetic and mathematics.
No. 3. Course for fireboss, shiftboss, or shotlighter's papers (third class).
No. 4. Course for overmen's papers (second class).
No. 5. Course for mine manager's papers.
No. 6. Course in mine-survey work.

The enrolment in the mining courses numbers eighteen, and the lessons are so arranged that a boy on leaving school can continue his studies until he reaches the age of 23, at which age he is permitted to compete for his Provincial mining papers. Course No. 1 is divided into six separate sections of carefully graded work, and regular application will fit a young man thoroughly for the examinations held for shotlighters. With a continuance of his studies his papers as overman will not be difficult to obtain, and following these two the aspiring coal-miner may rise to the highest position in his calling.

FREE TEXT-BOOK BRANCH.

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

The total number of free text-books, etc., issued during 1930–31 to the public schools (elementary, superior, high, night, etc.), and in connection with the Correspondence Courses for High School and Elementary School pupils, was as follows: 11,697 Canadian Reader, Book I.; 11,856 Canadian Reader, Book II.; 12,017 Canadian Reader, Book III.; 12,416 Canadian Reader, Book IV.; 12,492 Canadian Reader, Book V.; 8,248 Poems, Chiefly Narrative; 19,567 New Canadian Arithmetic, Book I.; 17,900 New Canadian Arithmetic, Book II.; 1,398 Smith and Roberts' Arithmetic, Book I.; 595 Smith and Roberts' Arithmetic, Book II.; 9,639 Thorndike Junior High School Mathematics, Book I.; 12,146 Thorndike Junior High School Mathematics, Book II.; 7,739 Lang's Introductory Grammar; 2,076 Physiology and Hygiene; 13,639 Spelling for the Grades; 3,384 Latin for Young Canadians, Junior Lessons; 10,931 Wallace's History of Great Britain and Canada; MacLean Method of Writing Books—9,190 Compendium No. 1; 10,350 Compendium No. 2; 10,670 Compendium No. 3; 12,685 Compendium No. 4; 9,578 Senior Manual; 1,366 Commercial Manual; 237 Teachers' Manual; 45 Citizenship in British Columbia; 170 History of Canada, Gammell; 1,446 A New World, or The League of Nations; 95 Sir James Douglas and British Columbia; Supplementary Readers—340 Progressive Road to Reading, Book I.; 211 Everyday Canadian Primer; 248 Progressive Road to Reading, Book II.; 313 Silent Study Readers, Book III.; 167 B.C. Third Reader; 223 Silent Study Readers, Book IV.; 366 20th Century Fifth Reader; 136 Trees and Shrubs, Food, Medicinal, and Poisonous Plants of British Columbia; 202 Syllabus of Physical Exercises; 202 Teachers' Manual of Drawing and Design; 43 Flora of Southern B.C.; 1,018,354 sheets of Drawing Paper, 6 by 9 inches; 115,896 sheets of Drawing Paper, 9 by 12 inches; 29 Maps of the World; 52 Maps of North America, Plain Roller; 40 Maps of the Dominion of Canada, Plain Roller; 57 Maps of British Columbia; 53 Maps of British Isles; 21 Maps of the Dominion of Canada, Spring Roller; 33 Maps of the World, Spring Roller; 168 Flags.

Six thousand three hundred and ninety-three requisitions were filled by this Branch during the school-year 1930–31 for free text-books and free supplies. In addition to these, 3,607 orders were filled for teachers and pupils from the outlying districts who wished to secure text-books, other than those supplied free, which could not be purchased in their vicinity, and for private institutions desirous of purchasing books supplied free to the public schools. The sum of $18,289.45 was received from these sales and deposited in the Treasury.

To purchase the free books listed above and to distribute them and the books sold required an expenditure made up as follows:—

Text-books (publishers' price)	$79,179.49
Freight and distribution costs	6,335.08
Salaries of staff	6,774.96
Temporary assistance	4,141.33
Office supplies	6,067.05
Total	$102,497.91

The increase in the salary and temporary assistance amounts was due to the larger number of free and sales orders filled by the Free Text-book Branch during the school-year 1930–31. The free orders filled increased by 1,324 over those filled during the preceding school-year and the number of sales increased by 984.

The increase in the amount expended for office supplies is due to the additional supplies and equipment required for the increase in the volume of business.

During the past school-year the practice of compensating pupils who supplied themselves with second-hand free books was followed as in the preceding year. Under this plan claims for payment were received from 108 schools. The amount of money distributed under this system was $487.20.

Requests were received from several schools dealing with the purchase of library books through the Text-book Branch. These books were ordered and sold at cost to the schools.

RETURNS FOR 1930–31.

The annual reports of free text-books for the school-year 1930–31 have been received and are now on file at this office.

THE STRATHCONA TRUST.

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

INSTRUCTION OF TEACHERS IN PHYSICAL TRAINING, 1930–31.

During the past year 385 prospective teachers were added to the list of holders of the Grade B Strathcona Trust Certificate. Approximately 7,885 teachers and prospective teachers have now qualified as physical-training instructors.

A very keen interest was shown by the students at both Normal Schools in the competition at the close of the session for the gold medals awarded annually by the Local Committee to the two students who hold first rank in instructional ability in physical training. These medals were won by Bessie M. Moore, Vancouver, and Victor Montaldi, Victoria. It is worthy of note that the winners of these awards are invariably students who have attained a very high standing in the other branches of work during the Normal School session.

PHYSICAL TRAINING, 1930–31.

At the annual meeting held on October 21st, 1930, provision was made for the granting of eighty-three prizes of $7 each for competition among the various schools for the year 1930–31. A total of eighty-three recommendations were received from Government and Municipal Inspectors and the sum of $581 distributed as prizes.

PHYSICAL TRAINING, 1931–32.

For competition among the various schools during 1931–32 eighty-three prizes of $6 each have been granted. These prizes are to be allocated as follows: Three prizes to each of the eighteen inspectorates; eighteen to Greater Vancouver; four to Victoria; three to the Municipality of Burnaby; and two each to New Westminster and the Municipality of Saanich. For purposes of competition and inspection the schools in each of the eighteen inspectorates are to be divided, where possible, into three groups, 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 or municipality where this classification is not applicable, the matter of deciding what schools or divisions of schools are entitled to receive awards 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 or school 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, 1930–31.

During the past year 6,078 cadets received training, a decrease of 185 as compared with the year 1929–30. There was also a decrease of one in the number of active cadet corps.

The annual inspections were made during the months of April, May, and June. Kitsilano High School Cadet Corps, in charge of Major H. B. King, gained the highest number of marks for general efficiency and thus became the holder of the I.O.D.E. cup for the next year. King Edward High School Cadet Corps, in charge of Captain P. C. Tees, M.M., won second place.

A total of $323, divided into twenty-one prizes, was distributed in accordance with the schedule adopted at the last annual meeting, November 10th, 1931. The following schedule was adopted: 1st prize, $30; 2nd prize, $25; two prizes, $20 each; two prizes, $18 each; two prizes, $16 each; two prizes, $14 each; eleven prizes, $12 each.

Continued interest in instruction in first aid is evident. Large numbers of cadets received training in this important work during the past year.

The Britannia High School Cadet Corps, winner last year of the Wallace Rankine Nesbitt Dominion Trophy in the First-aid Competition, won the district trophy this year and was selected to represent the Province in the Dominion Champion Competition, in which it succeeded in winning second place.

In the Dominion Competition for the Wallace Nesbitt (Junior) First-aid Trophy, seventh, eighth, and twelfth places were won by Armstrong, Nelson, and Britannia School Cadet Corps respectively.

In the Provincial Competition for the Leonard Shield, the Junior Provincial Shield, Armstrong Cadet Corps won first place and Nelson Cadet Corps second. This was the first occasion on which teams from the Interior entered this competition.

RIFLE SHOOTING.

From the grant for rifle shooting, 1930–31, the following prizes were provided: 50 prizes of $1.50 each; 51 prizes of $1.25 each; and 52 prizes of $1 each. The amount expended under this head was $190.75.

FINANCIAL STATEMENT.

The funds at the disposal of the Local Committee for the year 1930–31 amounted to $1,636.47 and the expenditure for the year $1,129.49, leaving a balance of $540.32. Of this amount, $498 has been voted for physical-training prizes for 1931–32.

Receipts.

1930–31.	Balance on hand from 1929–30	$600.09
	Interest to November 30th, 1930	17.01
	Interest to May 31st, 1931	9.24
	Allowance to Secretary added to fund	10.00
	Grant for 1930–31	1,033.47
		$1,669.81

Expenditures.

1930–31.	Prizes for physical training	$581.00
	Prizes for cadet-training	323.00
	Prizes for rifle shooting	190.75
	Gold medals (two) for Normal Schools	33.00
	Revenue stamps	1.74
		$1,129.49
	Balance on hand	$540.32