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Educational Institutions of Vancouver

Their Progress from Incorporation up to the Present Time

IN HALF TONES

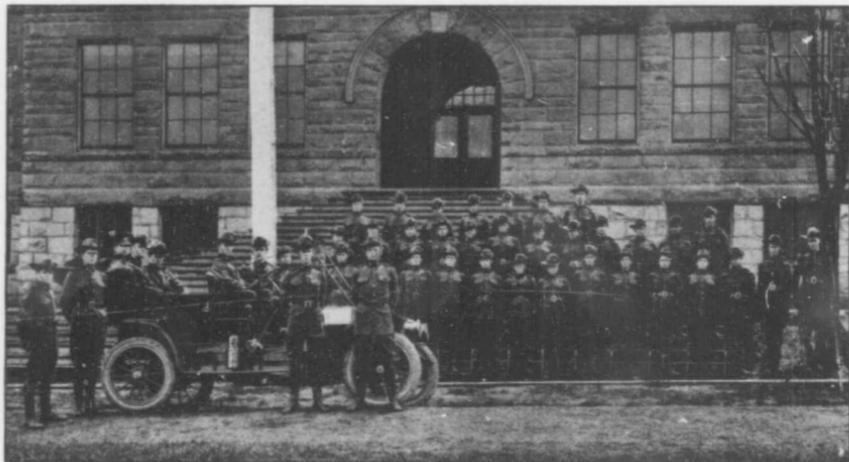


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VANCOUVER'S GREATEST DAILY
NEWSPAPER

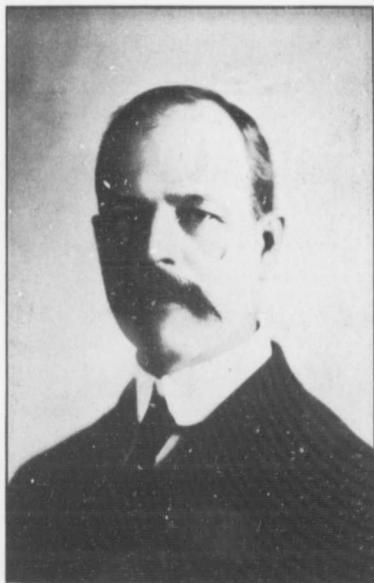
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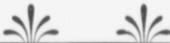
The Vancouver Daily World



HIS WORSHIP LOUIS DENNISON TAYLOR.—Was born in Ann Arbor, Mich., and came to Revelstoke in 1896. He was in the service of the C. P. R. there, when, seeing the larger possibilities of Vancouver, he came here, taking up *The World*, of which he is the principal owner at the present time. He was elected to the mayoralty this year by a substantial vote.



W. E. FLUMERFELT.—Was born at Markham, Ontario and educated at the Markham High School. He moved to Winnipeg in 1880 and opened a shoe business in Brandon and Portage la Prairie, Man., in January, 1886. He served on the aldermanic and school boards of Brandon. Came to Vancouver on August 5th, 1895, and opened a shoe business where Colvin & McRobie are at the present time. He was elected to the School Board in January, 1908 and was appointed Chairman of the Finance Committee in 1909. He was elected as General Chairman of the School Board in 1910, which position he now occupies.



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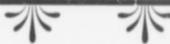
Investments

Mines

Farm Lands

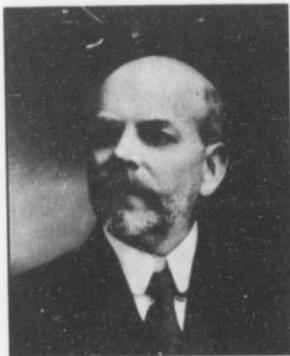
TIMBER

405 HASTINGS STREET, WEST
VANCOUVER, B. C.





C. W. MURRAY.—Born in Campbellton, N. B., July 15th, 1851; came to Vancouver, May 24th, 1884; Royal City Mills, manager Cooperage Co.; customs 5 years and secretary till permanent secretary was appointed; now permanent secretary. Was elected first in 1888-9.



W. H. P. CLUBB.—Was born in Aberdeen, Scotland, April 24, 1862, and came to this country at an early age. He served seven years on the board, and though wider civic honors have been offered to him, the only position he will occupy is school trustee. Mr. Clubb is a member of the old and well established firm of Clubb & Stewart, Hastings street.

The Growth and Progress —of— Vancouver's . . . Schools

Those who are conversant with Vancouver's present magnificent school buildings (and who should not be?) and educational facilities can hardly realize that our excellent and modern system is the growth of less than four decades. All will be interested in reading a brief history. (It is with pardonable pride the writer recounts 21 years' connection with the city schools.)

On February 12th, 1873, a school was opened under the name "Granville," after the name of the town itself. The constituency was largely the Hastings Mill Company and their employees. To their credit, this company, at their own expense, built a schoolhouse and asked the Government to provide a teacher. The pupils numbered 29, as against our almost 10,000 today. The first trustees were no less worthy and prominent citizens than Messrs. R. H. Alexander and Jonathan Miller, who are yet among our most respected citizens. The first teacher was Mrs. Cordner, who was at once painstaking, sympathetic and successful. It is pleasing to hear her pupils, some of them sea captains, and otherwise ennobling life, speak in gratitude of their first teacher. Following came Miss Sweeney, the daughter of the mill foreman, and next in succession, Mrs. Richards (later Mrs. R. Springer). Both these ladies adorned the profession. For quite 13 years the school continued in the building placed in close proximity to the Hastings mill. One room and one teacher is the history of Granville school from Feb. 12, 1873, to Nov. 4th, 1886.

The Government archives at the latter date read: "Boundaries altered and redefined and name changed from Granville to Vancouver," and adds: "The boundaries to be the same as those defined on the official map of the City of Vancouver."

Now began our first Vancouver school, but not till after the C. P. R. passed along the shores of the inlet did the real change begin. Late in '86 a four-roomed building on Oppenheimer street (now Cordova) and just east of Jackson avenue, took the place of the "Granville" school, with an enrollment of 93. In six months the enrollment became 285. This required a principal and three assistants. There Messrs. Pottmeyer and J. W. Robinson by short turns filled the then most difficult position. The assistants were Miss Hartney (now Mrs. Bird), Miss Alice Christie (who is still devoting her skill and energy to school work), and Miss Murchie (now Mrs. Dr. Mills).

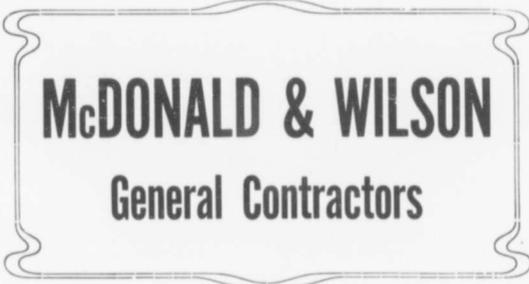
So great was the city's growth that all pupils who applied could not find admission. The West End first and then False Creek (now Mount Pleasant) quickly became settled and for accommodation two schools of four and two rooms respectively were built. The West End school stood on Burrard street where recently has been erected the Aberdeen school. The False Creek building (some years afterwards rechristened

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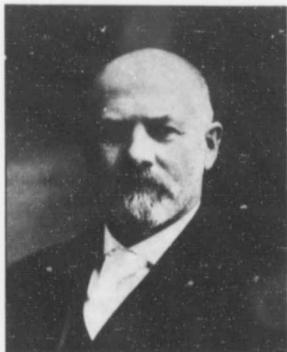
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WILLIAM PIRRITE ARGUE.—Born in Newmarket, Ontario; came to Manitoba in 1881; educated in Winnipeg; graduated from Manitoba University, 1888, with honors; taught in rural schools from 1884 to 1889; took normal training in Winnipeg, 1888-1889; principal of Neepawa Public Schools, 1889-1891; principal of Brandon Public School; teacher in Brandon High School; superintendent Brandon Public School Department, 1891-1893; principal Central School, Winnipeg, 1893 to 1895; principal Collegiate Institute and superintendent of public schools, Portage la Prairie, 1895-1901; chief clerk Department of Education, Province of Manitoba, 1901-1903; city superintendent, Vancouver, B. C., 1903.



DR. BRYDONE-JACK, SR.—Has been identified with the schools and with the overlooking of the education of the children in this city for a long period of time. The doctor was educated in Fredericton, N. B., graduating from thence into the University of New Brunswick, where he attained his B. A. After graduating in medicine he took special courses in some of the old-world centres, and is an L. R. C. P. and S. O. of Edinburgh, Scotland.

Mount Pleasant) was divided and is still in evidence, one part lending as the janitor's residence, the other constituting the Manual Training school for "The Hill." These two schools were in charge of lady principals, Misses A. J. Macdougall and M. Hartney. Towards the end of '87 the staff numbered seven.

Further data may be given here. In the school year '86 and '87 the city's contribution to education was \$1172.01, which, by the way, did not include the cost of the Government-erected building. The salary schedule was: Principal \$70; each of the two assistants, \$50, and the Monitor, \$25. The first (Vancouver) Board consisted of Dr. D. I. Beckingsale (Sec.) and Messrs. D. R. Charleston and J. B. Henderson. The building, now some years replaced by handsome residences was built and equipped at a cost of only \$3,500. It consisted of two stories, 67x37.

It is of interest to read the Board's recommendation at the end of '87:—"The large increase in the number of teachers" (only six of an increase for the year) "fails to meet the present urgent demands. Two additional assistants should be added at earliest possible date: It is further recommended that a building should be erected on a site eligible for a 'Central School.'"

In 1888 this Central School was built, of boards. This wooden building served for some time, and, after the completion of the new Central, did service for the first High School and Board Offices. Though old and unfit, and never a thing of beauty, it is still used for the various School Offices and Board Meetings. Surely the builder did not know what varied and lengthy service this building would fulfil.

By June 20th, 1888, 642 pupils were enrolled. The official report reads "with two graded Schools in operation, it is to be expected that the city will, at no distant date, be in a position to make application for the establishment of a High School within its limits."

At midsummer, '88, the first two pupils passed their entrance—to the credit of the East School. For some time this school had an attendance about equal to the combined enrollment of the other sections, showing that the weight of population remained in the East End. The unprecedented increase of attendance was not in advance, it is pleasing to notice, of the advance in the attainment of the pupils. Attest is had in the entrance results for December '88, six pupils (East School again) and in June '89 (the same school), ten pupils and the West School two. Besides, three obtained Teacher's certificates.

The beginning of 1890 saw the completion of the first brick school, the new Central, erected in our City, the present 8-roomed School, now under Principal Gouley, but then under the able principalship of Alex. Robinson, B. A.—who had, with the writer, just received appointment.

Our first High School began its career in January, 1890, under Mr. Robt. Law, B.A., B.Sc. who had already served as Principal of the East School and of the Central. The initial enrolment was 32, many of whom were older than those since attending. Gold medals were the order of the day. Three young ladies carried "First Honors," Miss Cassie A. Barnes (Since June '91 a successful member of the Strathcona Staff) passed head of the school; Miss McIntyre wasdux in mathematics, and Miss Johnson most proficient in English Subjects. These medals were presented by Mayor Oppenheimer, Rev. Mr. Fay, and by old Victoria

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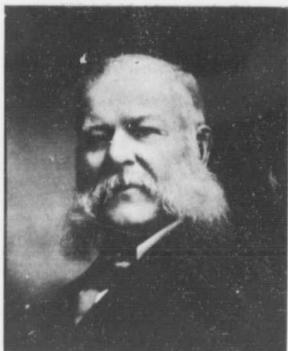
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BREEZE, JOHN DAVID.—General Agent Confederation Life of Toronto, since 1891. f. Robert Breeze, m. Elizabeth Breeze. b. Kingston, Ont. Educ. Kingston Grammar School. m. to Rose Anna Kerr. Ex-Chairman Vancouver School Board and Chairman Management Committee, ten years trustee, municipal councillor and Reeve in Ontario. Military first-class certificate, Kingston military school. Recreation, Yachting. Member of Masonic Order. Residence, 1032 Barclay St., Vancouver, B.C. Business address, 451 Pender Street.



J. J. DOUGAN—Was born in Sydney, Australia, Oct. 20, 1864, and has been associated with educational matters ever since his arrival in Vancouver, both as teacher and as school trustee. He was educated in California and British Columbia, is an extra mural of Queen's, Kingston, and has academic standing. Mr. Dougan has served on all the principal committees of the board with such thoroughness that he has earned the admiration of his colleagues.

High School pupils. Incidentally the Mainland Teachers' Institute met in the Central School before the building was completed and were banqueted in the room since long occupied by Principal D. M. Robinson, B.A. The attendance at this institute did not exceed 40.

In general, perhaps, 1890 marks as important an epoch as any in our school history, four Schools doing duty. Not only was the High School organized, but the School Playground made its appearance. In the desire to get School Buildings there had been little regard to providing for physical exercise. The Oppenheimer Street School was for the most part surrounded by a narrow margin of ground, protected by a high board fence. There was room for no games except "Knife," "Alleys," even "Hopscotch" and "Leapfrog" had to await a better day. So pupils did not learn to play fair, and often complaints met the teacher's ear.

While teaching in this School, it was customary for the pupils (and teachers, too) to follow the cattle, or old logging trails south-easterly through a varied woods to Falsed Creek. "Skid roads" largely served to carry through the then partly dismantled forest. This range of play ground made up for the lack at school of such. The more stately trees had been drawn off for lumber, yet there remained some large cedars and firs—some fully five feet in diameter. The underbrush was thick, largely made up of sadal and blackberry, interspersed with alder, crabapple, and salmonberry. The present 8-roomed brick building facing Princess Street, took the place of the Oppenheimer Street School in March '91. This splendid building and level grounds gave no idea, either of the block when unslashed, or after the timbers were thrown down and lay in confusion higher than our heads amidst great stumps and boulders. Mr. J. B. Ganton, undergraduate of Toronto University, was the first Principal, and with him were associated five assistants—the two new ones being Miss B. Johnston and Miss M. G. Mackay. Both of these ladies, together with Miss Barnes are still giving excellent service. These were times of the troublesome big boy. One instance will give some idea of the difficulties in discipline. One morning a great robust fellow was placed in one of the middle seats. He lost no time in making good his purpose of defying the teacher. The request that he take "a better seat" was disdainfully treated. His conduct was so insolent that action had to be taken without delay. Proceeding towards him he decided on a change of tactics, and leaping over two rows of desks descended the stairs, many steps at a leap, and passed out the front door never since to be heard of more.

It was about the close of 1891 that the Government amended the School Act, placing the cities under the burden of paying the teachers' salaries and giving them a per capita grant.

The High School had grown rapidly. Mr. Alex. Robinson, B.A., succeeded Mr. Law as head of that Institution. The first Assistant was Mr. Secord, who, shortly afterwards, died in Mexico.

The School Year '92 to '93 saw the completion of three more brick Schools, each of eight rooms and costing, with grounds, a total of \$150,000. These were the Mount Pleasant, the present Sir William Dawson and the old High School (now the south building of the Central School.) For the year '91 passed their "entrance." The Government grant on per capita began and for the first year amounted to \$15,000. The next school to fol-

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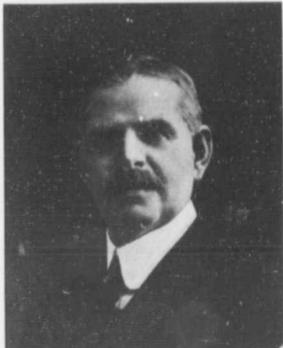
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GEORGE J. DYKE.—Returned at the last election, is the eldest son of the late Mr. E. G. Dyke, F. C. S., of Plymouth, Devonshire, who was a well-known figure in sciences and music in the West of England. Mr. Dyke was born in Cornwall 44 years ago, and was educated at St. Austell, where he followed in the footsteps of his father and distinguished himself in sciences, perspective drawing and music.

He has lived in Vancouver over 20 years and during that period has taken an active part in politics and the civic affairs of the city. He is an accomplished musician and for many years was director of the Vancouver Conservatory of Music, and was local secretary of the Trinity College of Music, of London, for four years. He has been a conductor, teacher and composer, and his compositions lately have attracted wide attention.

He takes a deep interest in sports and for three years was secretary of the Vancouver Kennel Club. He is vice-president of the Devon, Cornwall and Somerset Club (he was the club's first president, 1908-9); is president of Ward V. East End Electors' Association, and for three years was director of the Terminal City Club. Mr. Dyke is one of Vancouver's successful real estate brokers, and is associated with the Mercantile Trust Company, Limited.



THOS. DUKE.—Born Mono Mills, Oct. 10, 1857. License Commissioner, 2 years. For twenty years prominent life—school. Prominent Orangeman. Cons. 1st County Master, B.C. Grand H. Master, B.C. Fraternal Orangemen.

low was the 4 roomed Fairview at a cost of some \$3,000. This year bode ill to the teachers, for, through alleged "hard times" we all got notice of "a cut" which, we were assured would be made up as soon as times improved. The intentions were good, probably, but as far as the teachers were concerned, for many years the times did not get better, and so the old schedule was not restored. By this reduction the City saved \$7,000 in a twelvemonth, though the Government grant was a thousand dollars more than the year previous. In 1895 the Board adopted the pupil teacher idea. This meant to such teachers a two month's course as assistants in our City Schools. The reason given for adopting this was to give the many pupils from the High School, holding "teachers' Certificates an opportunity, despite the lack of Normal training, to take charge of a class. This year, too, saw the movement originated to affiliate with McGill. Principal Robinson notes that negotiations are looking to an early consumation of this advance step. The year following 8 roomed brick additions to the East, West and Mt. Pleasant Schools were made.

At Easter 1899 Mr. Alex. Robinson, B.A., resigned from the Vancouver College principalship to accept the position of Chief Superintendent of Education for the Province. In 1900 the "Admiral Seymour" and "Lord Roberts," each modern in style and fully equipped, were opened. Both were soon overcrowded.

We may record what the Provincial Inspector, D. Wilson, B.A., says:—"The Vancouver College" (which the High School had become) "is the nucleus of the future University of B. C."

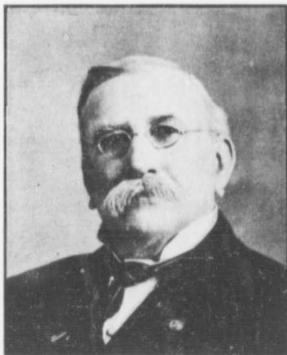
At this time Drawing, Physical Culture and Drill were added to the range of teaching and Miss E. M. Burnett was this first special instructor.

The School Year ending June 1900, saw an attendance of 4000 and a teaching staff of 68, with 47 passes to the High School. The expenditure for salaries was about \$47,000 and for other expenses \$12,000. The Provincial Normal School was opened in 1900 under Principal Wm. Burns, B.A., and Messrs. J. D. Buchanan and D. Blair (who still efficiently prepare our students for teaching.)

Two Manual Training Centres were established through the generosity of Sir Wm. Macdonald. This was an enlargement of our system. At first it was thought they would detract from the regular work and so prove ill-advised. Many teachers did not favor their introduction. It was not merely an experiment and its advantage was soon admitted by all. It is safe to say this was a big step towards making the school work practical and efficient. The year was to the Board a vexatious one. The City Council insisted in lopping off \$10,000 from the estimates. Despite this the Board made good progress.

From the year 1900 onwards it will be impossible to do any measure of justice. Various features of advancement were made, and the administration generally became that of an up-to-date city. About this time P. S. Insp. F. M. Cowperthwaite was appointed City Supt., which position he retained for some years.

Mr. Geo. S. B. Perry for a time not only very acceptably filled the position of Secretary, but set himself the task to gather all the information possible of the development of our Schools. (For many items in this account I tender him grateful

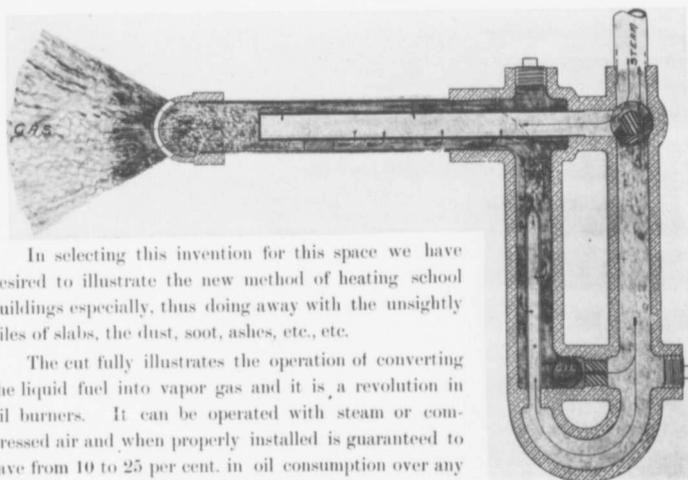


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R. N. A. LEECH.—Born in the town of Winburg, Orange River Colony, South Africa. Son of J. R. Leech, Esq., M.D., C.M., for many years Government surgeon to the late Orange Free State Government. Studied at King's College, University of London, Eng. Took the courses of Architecture and Engineering concurrently. Was awarded the gold medal in Architecture in the final year, besides two silver medals and three bronze medals. Also numerous certificates. Also gained first-class certificate in Civil Engineering, passing first on the list. Passed the final examination of the Society of Architects in first place and received a special certificate. Worked with well-known architects in England, such as John Belcher, R.A.; Prof. R. Eley Smith, Messrs. Bamster, Fletcher & Sons, etc., etc. Was chief lecturer in architecture at the Technical Institute, Norwich, England, and held similar positions at the Johannesburg (S. Africa) Institute. Practiced for four years in Johannesburg and put up numerous buildings. Before taking the position of School Architect, was for three years Vancouver manager for Mr. Thos. Hooper, architect, and designed some fine Provincial buildings. Is a member of the Council of the B. C. Association of Architects. Expert in design, fireproofing, steel construction and reinforced concrete. Mr. Leech is the school trustee architect with offices in the Central School Building.



FRANK H. WEBSTER.—Assistant School Architect. Born in Norwich, Eng., April 21st, 1882. Came from there to Vancouver, 1910. Employed by Board in February, 1910.

thanks.) Resigning to engage in more lucrative lines, Mr. C. W. Murray the present Secretary took up the duties of office. Mr. Murray brought much experience into service as he had filled varied important posts in the city and for a number of years was a member of the School Board. In addition, Mr. Murray is Building Inspector.

Early in 1903 the Board secured 7 acres on Fairview between Laurel and Oak Streets, one of the best sites in the city, and erected a handsome and commodious school which later became the Vancouver College. At this time the Board reports the necessity of erecting yearly one 8-roomed building. (Today 4 or 5 such are scarcely adequate.) The organization of the Cadet Corps belongs to this year as also the Children's Memorial Fund to commemorate the life of our late Queen Victoria. In a small way something was done looking towards Medical School Inspection—at least teachers were given instructions as to testing pupils' eyesight.

Late in 1903 Mr. W. P. Argue, B.A., Deputy Minister of Education for Manitoba, among many competitors, received the appointment of City Supt., that office again being restored. Mr. Geo. R. Gordon who was then Chairman of the Management Committee says, in his Annual Report: "Mr. Argue is eminently qualified for the position. He is a practical teacher, one capable of dealing with all matters pertaining to his office, and discharging them in a manner which cannot fail to benefit those over whom he is placed. As our staff has nearly reached the century mark his office is no sinecure."

Dr. W. D. Brydon-Jack, the Chairman of the Building and Grounds Committee that year makes valuable suggestions, among them: "That the grounds at Grandview and Victoria Drive be graded and arrangements made at an early date for School Buildings. He also suggested a new building in West Fairview, and that in future, trees be planted outside the school grounds along the boulevards. The three Schools were soon erected and are today the Grandview, McDonald and Kitsilano. Mr. Banfield as Chairman of the Board, writes of consideration of the Night School and Free Text Book ideas.

Vancouver is pre-eminently an educational city. Well may the Senior Prov. Inspector write: "The System of Education maintained in the City of Vancouver may be properly described as one of a most comprehensive character; it teaches from the primary school to the university. For a city to maintain such a complete system is a matter of surprise as well as of congratulation."

Thus a child on being received at school may count on continuing till he has at least secured his Arts Degree. The relationship of the public school to the Collegiate Institute and again the relationship of the College to the University have been determined. Already the Manual training has been spoken of and as much may be said in favor of Domestic Science. These mean the training of hand and heart and a practical preparation for the duties of life. Physical Drill, Drawing and Music have their fair share of attention. Their supervision is carefully carried on. All who know of the results are agreed that our pupils are reaping manifold returns for the amount invested.

Night Schools are being conducted in various parts of the city, and for two hours or more for several nights weekly, those who are engaged during the day may obtain free the rudiments of a general education. Some 25 teachers conduct these schools.

Trustees and principals quite often meet to consider school questions. By the way, it will not be amiss here to refer to the arduous work of the

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DR. FREDERICK W. BRYDONE-JACK.—Born in Sandbatch, England, on the 2nd of January, 1885. Studied in Mount Pleasant school, Vancouver, until the age of thirteen, and passed the entrance to the Vancouver College in 1899. Took the ordinary high school education, taking one year in arts, then going into medicine at McGill. Graduated in 1907. Took special work in eyes, ears, nose and throat in Royal Victoria hospital, Montreal, then practised here until such time as he assumed duties as medical practitioner for the Board of School Trustees.



Miss E. Breeze

various committees. Generally several meetings are held weekly and often lasting from 4 to 6 hours. It will be found at the close of this year that few short of 60 meetings will have been held. There are so many matters to plan for and so wide extended an administration that the office is no sinecure. It is doubtful if any other men could be selected who would devote more cheerfully their interest and endeavor than the present Board has done. It might not be amiss to urge that the citizens exhibit more interest in our Board Meetings and so better understand our school administration. All Board meetings are open to the public, who will ever be made welcome.

Medical Inspection is now a prominent feature of our work. Dr. D. W. Brydone-Jack is most capably and acceptably conducting this feature of our work. He has for assistant a thoroughly well qualified nurse. With the special teachers the City has now almost 250 instructors, and as a devoted, sympathetic, skillful body of men and women it would be difficult to find any more efficient. Just here a moment to speak of some who fell at their post of duty. Alex. Gilchrist, Principal for many years of Fairview School, suddenly laid down his pen and bade adieu to scholar and school. Mr. Gilchrist, great in many ways and certainly "a man among men." Mr. James C. Shaw, B.A., for scholarship, ability and skill had few competitors. For many years his constructive genius presided over and guided the destiny of the Vancouver College. After long illness during which he toiled incessantly, he "lay dead among his books" and now peacefully reposes under the greensward on the border of the busy city where he long and lovingly taught. Fully a dozen other teachers have gone from the school room and happy hours to their peaceful rest in the silent city where teachers and taught at last must go.

Very much more might be traced and written regarding our schools but it must suffice here to invite our citizens to visit and inspect our splendidly equipped buildings, our perfect system of fire alarms and fire escapes, and not least, the work of our devoted and efficient teachers. Shortly we hope to have as beautiful school grounds as to be more than anything else the attraction of our city. Vancouver has always prided itself on its schools, and its motto is "Progress and Advancement."

J. J. DOUGAN.



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A DRAWING LESSON

By Mr. J. Kyle, Supervisor of Drawing

"Education is the harmonious development of all our faculties."

—Lubbock.

You ask me to write about Drawing in the public schools; to speak of its place in the curriculum, and its connection with the manual arts.

Let me tell you that our great aim and ideal in this work is to prepare the ground and lay a strong foundation in order to make men good workmen and also to make workmen good men.

The scholars of today will be the workmen of tomorrow and our trade depends entirely on the technical ability and taste of our artisans.

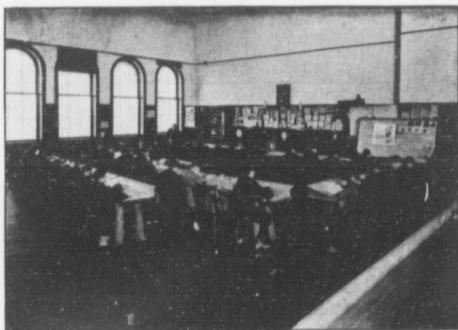
Utility is not enough in the construction of objects. Human nature calls for more. The productions must show good taste and judgment. They must satisfy the eye. Thus Art and Industry cannot be divorced, and as most boys and girls do not take the High School course, but leave on reaching the

Skill in execution. In making working drawings the student must visualize the idea before he is able to put anything on paper. This faculty of seeing the complete work before it is begun, and which is so important to all trade work, must be developed when the mind is most plastic and most receptive; that is during the school years.

The industrial pursuits of our city already includes furniture manufacturing, stained and decorative glass works, decorative iron works, brick works, architecture, stone and wood carving, printing and book publishing, painters and decorators, dressmaking and millinery and many other trades, all depending to a great extent on the artistic skill of the workman, and it rests with the teachers in our schools to see that the faculties of the children are not neglected along this direction.

When these students leave school and go to work we have night classes where designs may be studied more completely and with all the limitations of the various trades.

The importance of night classes for the industrial workers cannot be over estimated, as the com-



Art Room—King Edward High School

school age limit—a circumstance to be deplored—so it behoves all educational bodies to see that this subject receives proper attention in the elementary schools.

Drawing is the language of the workman. "If I was to be asked which subject taught me at



Mr. J. Kyle

school had been of most service, I would say Drawing," said Nasmyth, the famous engineer.

We treat Drawing in our schools with a view to giving our workmen Power, Appreciation and

bination of workshop practice and studio work make for complete craftsmen, who will be prepared to carry forward the future industries of this country.

By a trained workman the common clay from which brick is made, may be fashioned into an artistic vase or a piece of architectural decoration worth fifty times as much money, and in every other line the art displayed by the workman raises the value of the raw material to an almost incredible degree.

We advocate this education not merely to make the man the better workman but the workman the better man. Man needs knowledge not merely as a means of livelihood, but as a means of life.

Putting aside the material side of the question, this study cultivates a sense of delight in the fine arts, and a spirit of refinement follows. There is a great difference between the world of vision enjoyed by the trained and that seen by the untrained person. The trained person sees not only the works of man but also the works of nature with increased delight and profit.

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ROBERT J. SPROTT, B. A.—Was born in Collingwood, Ont., on the 1st of March, 1873. He graduated from the University of Toronto in two honor departments, viz. Modern Languages, English and history.

After his graduation he started out to extend his education and with that end in view, spent one year in France among the best French universities, pursuing their regular courses of study.

Coming back to Canada, the first year was spent at the Ontario Normal College, where he obtained marked distinction as a teacher. In Ontario he taught for varying periods at the Mitchell High School, Oshawa Collegiate Institute and Hamilton Collegiate Institute. His ability was recognized by the faculty of St. John's College, Winnipeg, one of the colleges of Manitoba University, and he was there engaged for two years as lecturer in French, German and English.

Mr. Sprott then spent one term in the University of Chicago after which he was appointed Senior Fellow in the department of Romance Languages in that large educational centre.

Realizing the possibilities of the vast west, he came out to Vancouver, B. C., in 1904, where he founded the Sprott-Shaw Business School, a scholastic institution which at the present time enjoys more than a provincial reputation. It is only necessary to add that with the thorough training Mr. Sprott has had from a commercial, business and educational standpoint, the guarantee of a thorough education to his pupils is no mere assertion.

FROM A BUSINESS STAND-POINT.

A Public School Curriculum and Commercial Education.

(By R. J. SPROTT, B.A.)

It is unnecessary to enter into any discussion of the value of education in general, as the whole community is fully alive to the important bearing which even a rudimentary education has upon the general advancement of society.

There are, however, many branches of special education which are not so generally favored by the educated state of public opinion, and among these is that department generally known as business education.

Generally speaking, the average parent looks upon the training received in the ordinary public school, and the lower high school as very necessary to success in life, but it does not occur to him that probably a good wage-earning education is of immeasurably greater real value than any other type of school training.

Our system of public school education is so arranged that it lays a broad solid foundation for almost any type of educational superstructure. The boy who has spent one or two years in high school is equally prepared to enter the church, law, medicine or the teaching profession. Now, all these professions require preparatory training of a somewhat similar nature up to this point and in so far our educational system follows what appears to be a very wise course. But it must be very evident to any careful observer that the percentage of persons entering these professions is exceedingly small when compared with the great army who make their living in other walks of life.

In fact, it has been estimated that scarcely 15 per cent. of the youth of the nation go beyond the first year in high school and that about 80 per cent. never go beyond the entrance to the high school.

Of course, to the favored 15 per cent., the cultured subjects, upon which the majority of the time in the high school is put, are valuable, but to the others it is just that much time wasted.

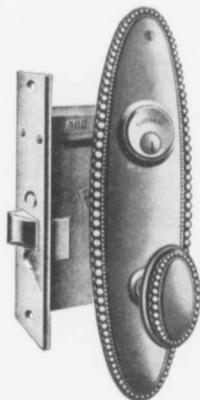
To my mind, our public school system doesn't make a sufficiently definite effort to give courses of instruction which are of definite practical value, but which are covered by a business college such as the Sprott-Shaw Business Institute.

Up to the present this work has been done by private institutions and it is more than probable that this condition will continue to exist for a number of years to come. If some of the time devoted to nature-study in the lower grades, and to the smattering of French, German, Latin, Greek and Ancient History in the earlier high school courses, and which is of no value whatsoever to that vast army of 85 per cent., if the time spent on these and probably other so-called cultured subjects were devoted to English Literature, Composition, Arithmetic, Algebra, Euclid, Accounting in all its branches, Commercial Law, Shorthand and Typewriting, not only would the praises rise to heaven of the private institutions who unfortunately have to fill up this Gap in the education of the boy—or girl—but any school boards inaugurating such a change might reasonably expect a life tenure of office.

Such a reform as this would not be easy to introduce, but the Vancouver School Board deserves great praise for the step it has already taken in that direction in the establishment of night schools, giving instruction in some of the subjects just mentioned.

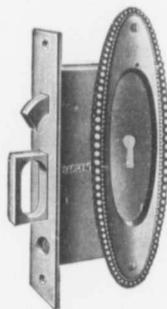
The school should be the world in miniature and I think I am not open to serious contradiction when I say a good practical commercial training in a first-class school is more likely to acquaint the youth with the problems he will have to face in after life than any other course of training.

Those who study bookkeeping need not necessarily become professional accountants—nor must



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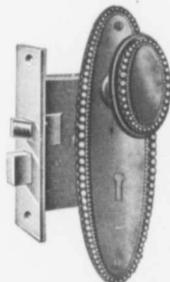
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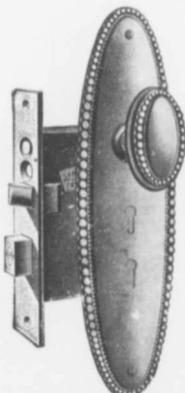
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those who take courses in shorthand and typewriting become public stenographers or court reporters.

These subjects have a much wider range of usefulness. Moreover, when we use the term business education we mean bookkeeping, commercial arithmetic, commercial law, commercial correspondence, penmanship, shorthand and typewriting.

Now, the vital bearing which every one of these subjects has on the success in after life of the great majority of young men and young women warrants their receiving greater attention and consideration at the hands of the framers of our school courses.

Mr. Youngman is properly equipped to make the best of himself and his opportunities, unless he has some knowledge of bookkeeping. Commercial arithmetical computations, more or less intricate, enter into the lives of all. A knowledge of the laws governing commercial transaction will save many a dollar and many an hour's worry. The ability to write a "decent hand" is of equal value with knowing how to read. A working knowledge of shorthand is a wonderful power in the hands of any business man or woman, and the ability to operate a typewriting machine saves many dollars' worth of time and eyesight. In short, it appears to me that no one, whether business man, lawyer, doctor, clergyman or farmer, is properly equipped, without at least a fair working knowledge of a number of the subjects mentioned.

Why are the city and private night schools filled to overflowing during the winter season? Simply because all and sundry of the attendants realize the handicap under which they suffer when placed side by side with a fellow wage-earner who has been fore diligent, more far-sighted, or more fortunate than they.

If I might be permitted to offer a very disinterested advice, it would be for the School Board to enlarge upon its present and very laudable policy of doing its best to give, not only in its night classes, but also in its day classes, as thorough instruction as possible, not only in those subjects which lie at the foundation of a business education, but also to a commercial training where possible.

R. J. SPROTT.



GEO. P. HICKS.—Born in Cornwall, England, Jan. 14, 1850. Commenced musical studies at six years of age under Wm. Hicks, Esq., his father, who was at that time a performer on the flute and a choirmaster at Luckett, Cornwall. Mr. Hicks, at the age of 19, undertook charge of a choir, and has been leading choirs ever since. In 1905 he accepted a position with the Board of School Trustees of Vancouver, and occupies the position of Musical Supervisor at the present time. He was two years a student with F. T. Lohr in Plymouth, England, in vocal training. "The Messiah," in Wesley church (2) in Mount Pleasant Methodist church and "The Creation," "The Twelfth Mass," Sullivan's "Prodigal Son," and kindred works have been produced by Mr. Hicks.

DRILL AND DISCIPLINE

By Lieut. A. C. Bundy.

The real value of Drill and Discipline in our schools need not be enlarged upon here, suffice it to say that as at present used in the Vancouver City Public Schools the movements are not taught from a strictly military point of view. The instructor has endeavoured for nearly a period of 10 years to observe what would be of the greatest benefit for school purposes, and has arranged the work accordingly.

Preliminary Movements of Military Drill are used such as standing at ease, marking time, marching, side stepping, turning, etc., forming fours and File Formations.

The pupils, of which there are now about 10,000, are all fairly well acquainted with the above. The system as now used is uniform throughout, and is appreciated very much by the teachers.

The system briefly is as follows:—On assembling for school, pupils "fall in" standing at-ease, cared to attention and marched into school. Each pupil places his or her own belongings and moves to desks. All movements in the school are conducted by command of the teacher until dismissed.

A SHORT SKETCH OF LIEUT. A. C. BUNDY

The Supervisor of "Drills" (both Military and Physical) of the Vancouver public schools' staff, is appreciated in this publication, as he is a man of most varied experience, both naval and military.

While still in appearance a very young man, he was born in Bromley, Kent, England, in 1868. On May 5th, 1887, he joined the Royal Marine Ar-



Lieut. A. C. Bundy

tillery. Commencing his courses of instruction at Eastney, Southsea, Portsmouth, the courses consisting of the following: Infantry drill, field battery, naval gunnery, fortification gunnery, mounting and dismounting ordnance, army signals and naval semaphore, at all of which he obtained the highest qualifications, which entitled him to the rank of corporal. The course in naval gunnery is indeed a hard one, and was completed in August, 1888. He again repeated the course in 1891, with a repetition of qualification. His first step in promotion was in September, 1889, when he received the rank of bombardier, corporal in February, 1903, lance sergeant in 1897, and sergeant in November, 1898.

He also has a splendid record of naval service, being transferred to H. M. S. Neptune, 1889. Again returning to headquarters for further study at the end of 1890, after which he served on the following ships of war: H. M. S. Medusa, H. M. S. Nelson, H. M. S. Imperieuse.

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In March, 1894, he was transferred to Esquimalt, where he remained until 1899, assisting to mount the guns in the fortifications. After the mounting he remained as gunnery instructor until completion of service. During his period of service at Esquimalt he was detailed as instructor to the Fifth Regiment, Victoria, on special schools of instruction; also to the Vancouver regiment in 1896, and New Westminster in 1897.

In 1899 he received the appointment of sergeant-major and instructor to the Sixth Regiment, the Duke of Connaught's Own Rifles, in which regiment he did his duty most faithfully until 1898, when he resigned his position. He received His Majesty's commission of lieutenant-cadet instructor to the Vancouver public schools in February, 1898, using his best efforts on behalf of the Board of Trustees, teachers and children.

He is a strict disciplinarian, and yet tempers his work with kindness. His system of work, as used in our schools, is entirely his own, and is very much appreciated as being of great assistance in maintaining the very best of discipline.

Lieut. Bundy has now over 23 years' service to his credit and is in possession of credentials signed by no less than fourteen naval and military officers that his ability while ashore and afloat was V. G. I. (very good, indeed).



FIRE DRILL

A system of fire drill is also arranged to enable the individual teachers to practice their own class whether the alarm is sounded or not. This is also uniform in all the schools. The system has been studied by the instructor, who claims that, providing the teacher remains calm, control of the class is obtained on the alarm sounding. The main points considered in the system are:

1. Control by the teacher.
2. Fewest commands possible.
3. Shortest amount of time.

No attempt is made at assembling (as for dismissing) or providing any belongings. No hard and fast rules are laid down for any movements after leaving the class-rooms, so that the system only applies from the desks to the class-room doors, after which each individual teacher (who leads the class) is instructed to use their own good judgment and march the class the best route to safety, according to the conditions that may exist. As an instance of the capable way in which the children are taught fire drill, it is only necessary to say that Mount Pleasant school, the largest in the city, can be entirely emptied in 1½ minutes.

PHYSICAL TRAINING

The object of Physical Drill, as taught in the Vancouver public schools, is not for display, but the strengthening and rendering supple of the pupils' muscles. The exercises are arranged and taught by the instructor, after which the lessons are reviewed once or twice daily by the class teacher. There are exercises for bending and stretching the limbs and body muscles, such as: Arms, bending and stretching; body, bending and stretching; shoulder movements; arm and leg movements, etc., receive the most attention.

The system is somewhat different to others, owing to the "commands" used being uniform with other movements used for school purposes.

The exercises are mostly taught and executed with life and animation, each teacher seeing that certain rules and regulations are carried out while engaged at drill. However, strict discipline prevails.

All movements used have so far been chosen as being suitable for school children, and are carried out without the use of apparatus.

Teachers are encouraged by the instructor to study the principles embodied in this subject and to apply them during the instruction of the children under them.

MUSIC

Music has ever been one of the great Arts, and no greater gift can be to any people: No gift carries with it such pleasures so easy of attainment.

Music knows no barrier and is not subject to limitations, which, for instance, beset languages. Music speaks to all men of all races, of all tongues, of all nationalities.

The Painter's Art is a luxury for the rich, and the artist's pictures cannot have any universality.

Music is accessible to the poorest of mankind, and the cottage and the mansion share alike its privileges.

You have not to consider whether a millionaire will absorb all your works of art as time goes on.

Music is of the people, and music at its best ought to be the greatest of popular arts. It is educational, instructive and sympathetic; a balm to the weary; a comfort to the aged; a solace to the afflicted, and a source of delight to the young. It cheers the toiler and invigorates the invalid; helps to dispel gloom of thought or of mind, and whether in joy or sorrow nothing appeals to any people, or nothing conveys the depth of feeling,

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the intensity of the soul, more than "the sweet sounds of music" and from the time of the Psalmist to the present day, it has been a joy to the listener.

GEORGE J. DYKE.

By Geo. P. Hicks, Supervisor of Music
Its Purpose and Place in the Public School.

So much has been said on this subject that one feels that there is little left unsaid. We are aware of the fact that there are some persons living yet who look upon music teaching in the Public Schools as a fad and time waster; fortunately, they are becoming fewer every year. But the vast majority of leading educationalists not only look upon it with favor, but openly advocate its claims. That music is in the schools to stay no one now doubts. Its intrinsic worth is so great that it must be a subject of school studies. Any comprehensive definition of education will include music as one of the necessary subjects for culture.

Shakespeare said:—

The man that hath no music in himself,
Nor is not moved with concord of sweet
sounds,
Is fit for treason, stratagems, and spoils;
The motions of his spirit are dull as night,
And his affections dark as Erebus,
Let no such man be trusted.

The state believes she should have more men who can be trusted, and so she is attempting to

The moral value of music is apparent as we study the songs and hymns of home, affection, country and religion.

Among other mighty considerations is the fact that the relation between Music and Literature, two of the great arts of expression, is intimate. The rhythmical elements which enter into music, enter also into literature, both prose and verse. The sweep and variety of verse structure illustrated by poets like Burns, Tennyson and Milton, arise from a correct knowledge of this principle. On the other hand, the disregard of literary values sometimes shown by musicians, springs from scant literary training. Whenever music and literature fail in harmonious co-operation, the social use of the two great arts of expression is impaired. It is evident that literary and musical training should be more accessible, and their frequent separation is a social loss.

An effort to better musical education is far-reaching. When it aims at the body of society it is not only beneficial to the musical element in society, but also a wise public policy. The improvement of musical education, it is believed, has a strong appeal to the public as well as to those engaged in music study and instruction.

The life and prosperity of the state depends upon the character of its citizens. Music in schools has, therefore, a broad meaning for us. It is more than mere material for school room practise. It is a possession, the value of which is yet to be known. Few educational activities make more directly for the higher social life than music if it be carried over into the doings



Jas. Inglis
Truant Officer



Miss Berry
Supervisor of Domestic
Science

put music into the souls of her children.

The claim of music then, to a place among the great school studies is believed to be broad as that of other leading subjects. This study trains and develops the intellectual faculties; Observation, Precision, Concentration and Constructors. Music also has its physical side, and contributes towards the correlation of mind and body which is one of the aims of harmonious education.

Here, also, is a value, especially to vocal music, in its bearing on health, because it strengthens the breathing organs, which, if impaired, produce serious and frequent diseases. Physicians of the highest standing tell us there is no more healthy exercise than singing.

of after-school life. Music should be taught not only in the public school, but in the High School, in continuation classes and choral societies, and in the home. Even then there will be a large number who are only listeners. Fortunately music yields enjoyment through the intelligent hearing of it, quite as much as through performance; and whereas sight reading is invaluable as an accomplishment, and as a means of mental discipline. The school course in music does not fail if it trains up a generation of appreciative and discriminating listeners. If then the systematic teaching of music makes for discipline, character and culture is entitled to its rightful place in the School Curriculum.

GEO. P. HICKS, Supervisor.

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MR. THOMAS HOOPER.—The subject of this sketch, was born on March 2nd, 1857, in Heatherleigh, England. He was educated in England, but early in life, seeing the possibilities of Canada, came out to this country and finished his educa-

tion in the public and high schools of London, Ont. The new west appealed to him and he left for Emerson, afterwards leaving for Winnipeg, from whence he came to Vancouver in 1886, where he stayed until 1890. He then moved to Victoria though still realizing that Vancouver was destined to be a populous centre, but at the time business was more brisk in Victoria and he resided at the place where his larger interests lay.

The old Central school and Strathcona school to this day remain in a state of preservation that redounds to the credit of the architect who supervised it. In this and other schools in the Province the Government, working under the Municipal Act, placed entire dependence in Mr. Hooper.

In Victoria monuments to his ability will be seen in the buildings erected for Pither & Leiser, Adelphi block, the Geo. Jay school, St. Joseph's hospital, St. Ann's convent, the Royal Bank of Canada, the Metropolitan Methodist church and Congregational church.

In Vancouver the Winch building, Geo. E. Bower building, David Spencer, Limited, B. C. Permanent, o.l.o. Gee Wing building, Mount Pleasant Methodist church, Irving Hotel and the Oddfellow's Hall, are familiar features to all.

Mr. Hooper's present suite of offices are at 526 Winch building.



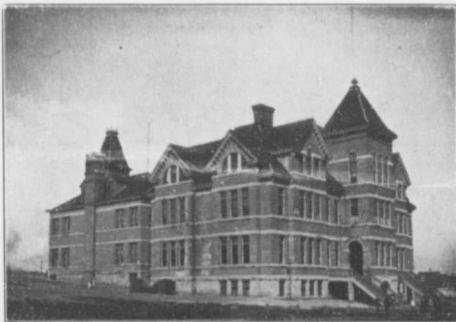
Central School—1888-89



Wm. J. Gourlie, B. A.
Principal of
Central School



G. H. Tom
Principal of
Strathcona School



Strathcona School—1890
Architect, Mr. Thos. Hooper.

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MEDICAL INSPECTION OF SCHOOLS

Education may be physical, mental, aesthetic, or moral. The better our education is, the better we can direct our energies towards success. To give our children the necessary knowledge, we place them in school at an early age, and almost cram their brains to their utmost capacity. There is a close relation between the health of our bodies and our mental capabilities. "A sound mind and a healthy body" is a well known quotation, and certainly the healthier our bodies are the greater is our power of concentration and our ability to remember. We must, therefore, keep our children healthy and bright, so that they may benefit to the utmost by their facilities for education and grow up into men and women strong physically as well as mentally. The children of today will be the nation of tomorrow, and on their physical and mental strength depends the honour of our nation.

The governments of England, Germany, France, Austria, Norway, Switzerland, Argentina, Japan,

60 in every 100 have bad teeth.
1 or 2 in every 100 have bad hearts.
1 in every 1000 has tuberculosis of the lungs.
1 in every 200 has skin trouble of a contagious nature.

The discovery of these defects is the most important part of school inspection for 95% of them can be easily remedied, and the children cured become brighter and progress more rapidly, for these defects have a dulling influence on the mind. Medical inspection will reveal these defects early, so that by having them attended to at once a parent will save himself a great deal of money and a loss of valuable time at a future date and will save his child from discomfort, perhaps a permanent weakness or even a fatal disease.

We have here in Vancouver a school population of nearly 10,000. On account of the magnitude of the work and the multiplicity of duties it was found necessary to appoint a nurse to assist the medical inspector in examining the pupils. Besides this duty, the nurse visits the homes of those children who have any physical defects and



Vancouver's First School

and the United States of America, recognizing the importance of the health of the school children, have passed state legislation to institute medical inspection of schools, so that the children may work in the schools under the best conditions of seating, heating, lighting, ventilation and sanitation, so that the spread of infectious or contagious diseases, such as diphtheria, scarlet fever, measles, whooping cough and tuberculosis, might be limited, so that children suffering from eye trouble, ear trouble, adenoids, tonsils, and defective teeth, could be notified and have their defects remedied. Children having weak hearts could be told how to live good, useful lives, instead of overstraining themselves and dying early.

15 in every 100 Vancouver school children are retarded in their educational progress by eye trouble.

10 in every 100 by anaemia, adenoids and tonsils and ear trouble.

who have not taken steps to have the trouble attended to, and persuades the parent of the necessity for attention and warns him of any evil consequences of neglect. Any advice or aid she can give to make the home life of the school child more hygienic will be her pleasure. She is to create a strong bond of union—through the children—between the parent and the educational authorities.

In Seattle there are about 30,000 school children. In charge of the medical inspection there are ten school doctors and three school nurses. Tacoma with a school population of 10,000 has one school doctor and two school nurses. Winnipeg, Man., has two school doctors and two or more school nurses. Hamilton, Ont., has a school doctor and a school nurse. Toronto, Montreal and Victoria also have medical inspection of schools.

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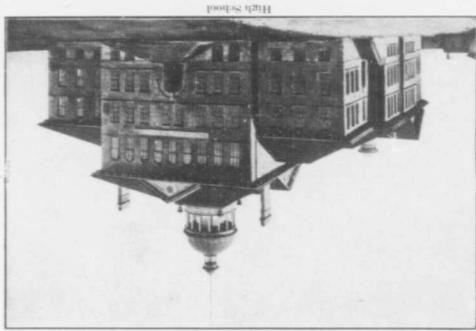
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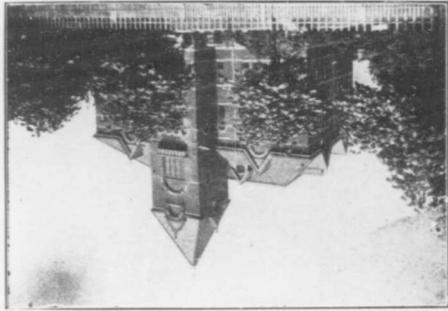
Vancouver, B. C.



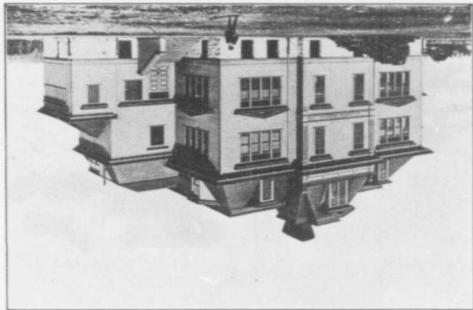
High School



Hood Bay
Merrill In-Strous



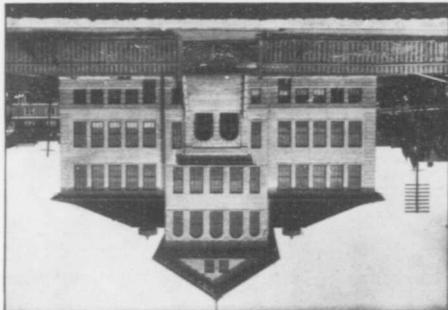
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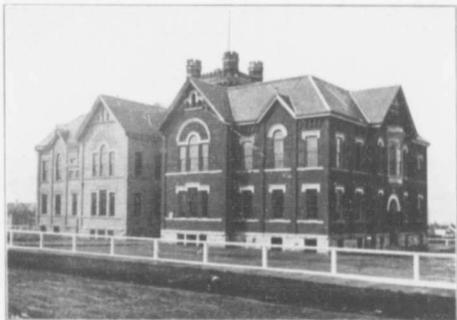
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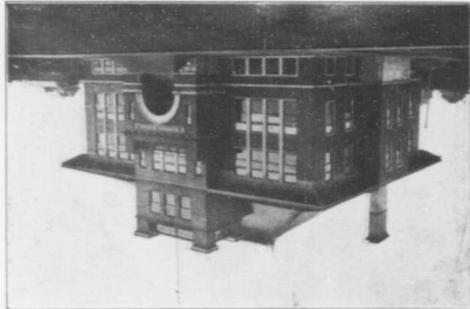
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Principal of Roberts School



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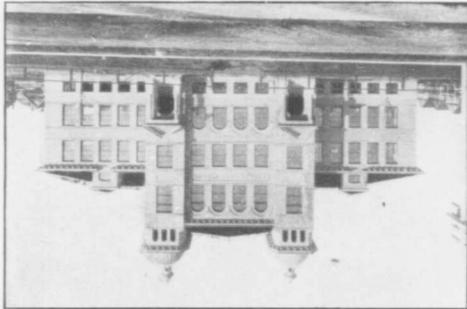
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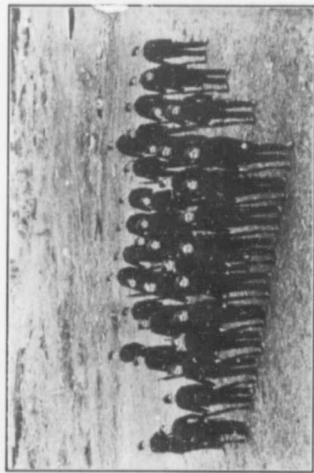


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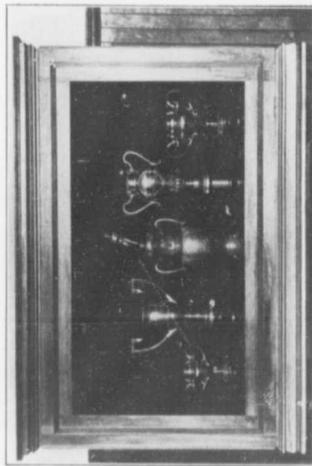
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Marshall School



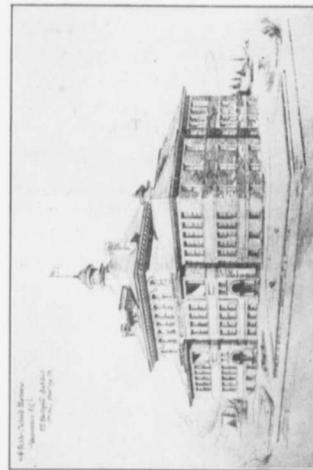
E. Caspell
Principal of
Simon Fraser School



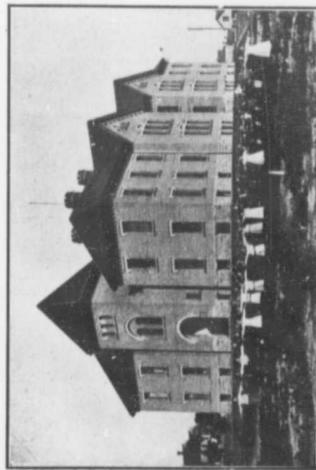
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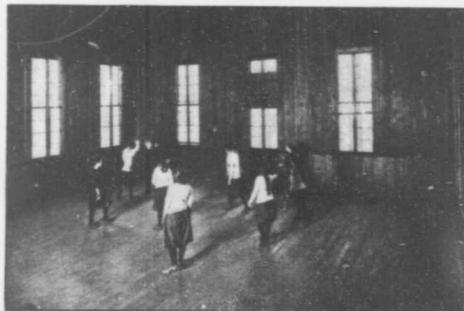
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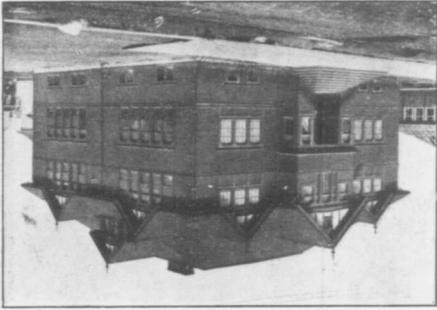
R. Spurling
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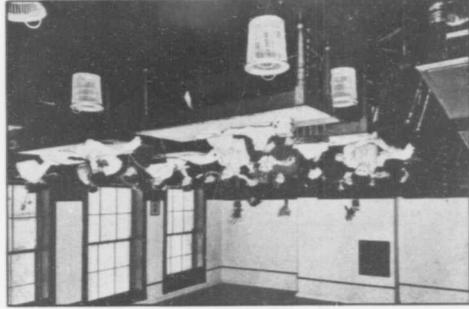
Vancouver College Football Team



Gymnasium - King Edward High School



Kitchino School (1911)



Sewing Room - King Edward High School



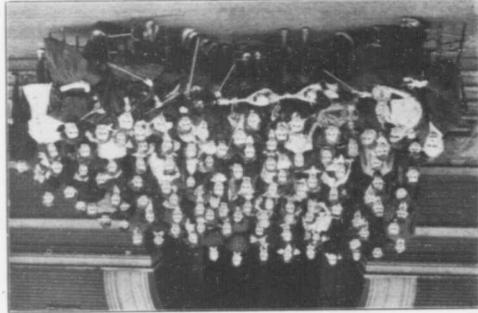
'Fidelity League'
Shield



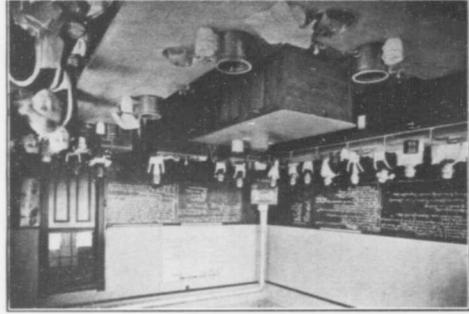
Gaa



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the Princess of Wales



Music - 1908



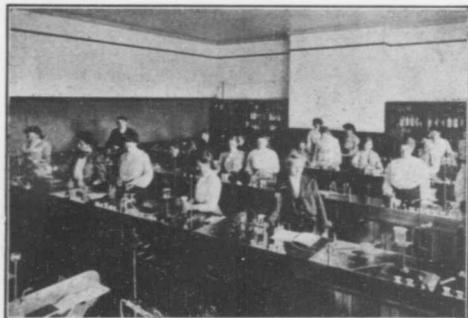
Domestic Science - 1908



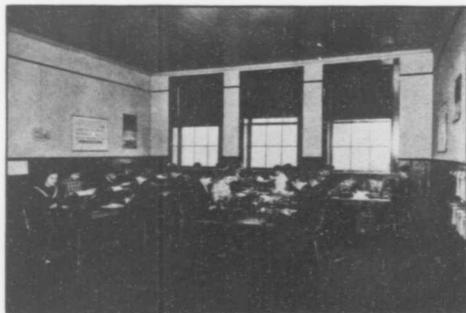
Chemistry Room - King Edward High School



Commercial Class - King Edward High School



Another View of the Chemistry Room



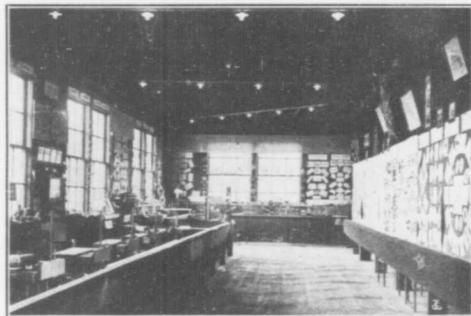
A Typewriting Class - King Edward High School



Manual Training Class



Two of Vancouver School's
Bright Pupils



Manual Training Exhibit at Dominion Fair, New Westminster



Manual Training Class



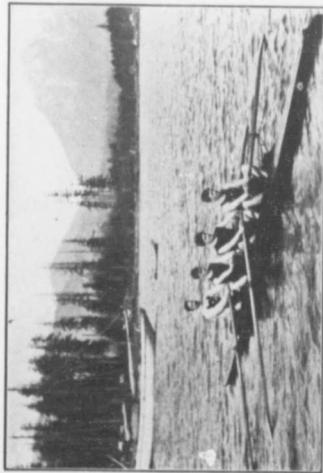
Mount Pleasant School Manual Training Class



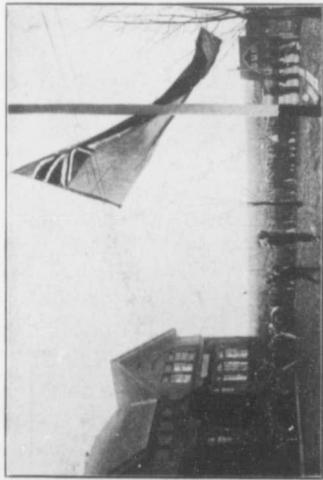
Blacksmith Shop, University College



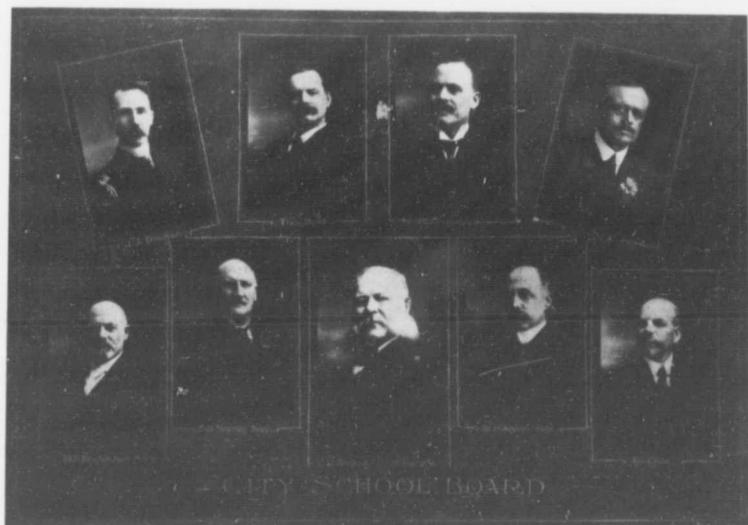
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