

## Vancouver School Names, 1886–2023: Continuity and Change

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### ABSTRACT

Over the past few years, controversies about commemorations, including statues, street names, buildings, and school names, have been at the forefront of public debate in Canada and around the world. In Vancouver, students, members of the public, and community groups have called for renaming various Vancouver School Board schools. Inspired by these debates, we analyzed newspapers, school board minutes and reports, census data, and various secondary sources to better understand Vancouver school naming practices between 1886 and 2023. Drawing from scholarship in critical toponymy, our research note demonstrates that Vancouver's school names provide valuable insights into the beliefs, values, and attitudes of the people who made decisions about school names, the ways collective memory and settler identity were institutionalized in schools, and the politics of naming and renaming. Our hope is that this research will inform public debates about Vancouver school naming and renaming, and contribute to historically informed decision-making for a more just and equitable future.

### RÉSUMÉ

Au cours des dernières années, les controverses concernant les commémorations, y compris les statues, les noms de rues, les bâtiments et les noms d'écoles, ont été au premier plan du débat public au Canada et dans le monde entier. À Vancouver, des étudiants, des membres du public et des groupes communautaires ont demandé de renommer plusieurs écoles du Conseil scolaire de Vancouver. Inspirés par ces débats, nous avons analysé des journaux, des procès-verbaux et des rapports de conseils scolaires, des données de recensement et diverses sources secondaires afin de mieux comprendre les pratiques de dénomination des écoles de Vancouver entre 1886 et 2023. S'inspirant de la recherche en toponymie critique, notre note de recherche démontre que les noms des écoles de Vancouver fournissent des informations précieuses sur les croyances, les valeurs et les attitudes des personnes qui ont pris les décisions concernant les noms des écoles, sur la façon dont la mémoire collective et l'identité des colons ont été institutionnalisées dans les écoles, et sur les politiques de dénomination et de renomination. Nous espérons que cette recherche éclairera les débats publics sur la dénomination et le changement de nom des écoles de Vancouver et qu'elle contribuera à une prise de décision historiquement éclairée pour un avenir plus juste et plus équitable.

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## Introduction

Throughout the last five years, commemoration controversies have erupted in countries around the world. Inspired by Black Lives Matter, anti-racist, and Indigenous rights movements, people have demanded the removal of statues and renaming of commemorative place names. According to geographer Derek Alderman, societies are in the midst of a “renaming moment,” a time of heightened struggle over the past, but also over whose histories, identities, and lives matter in the present and future.<sup>1</sup> In recent years Vancouver has also experienced a renaming moment as individuals and community groups have called for renaming various streets and schools.<sup>2</sup>

In response to demands to rename schools, the Vancouver School Board (VSB) formed the Naming and Renaming Working Group in October 2018 to develop draft guidelines for revising its policies for naming and renaming facilities. The working group amended Administrative Procedure 541: Naming New Facilities. The amended policy acknowledges that place-based names have been an Indigenous practice since time immemorial and stipulates that schools be given place-based names that reflect the geography in the area and the relationship between the school building and the land it is located on. It also requires that members of the Xwméthkwyiem (Musqueam) Nation be involved in the naming process and recommends that dual naming in English and *hən̓q̓m̓iñəm̓* be considered.<sup>3</sup>

During the 2019–2020 school year, the working group also amended Administrative Procedure 541–Appendix A: Re-Naming Existing School Facilities and Administrative Procedure 541–Appendix B: Re-Naming Existing School Facilities. The revised procedure outlined three ways to initiate a review of a school name, established criteria to guide impartial decision-making, and outlined the process for reviewing a school name, deciding if a name should be kept or changed, and selecting a new name.<sup>4</sup> In 2020, the draft procedure was piloted with two schools, Matthew Begbie Elementary and David Lloyd George Elementary, and in January 2021, trustees voted to rename both schools. VSB trustees later approved the Re-Naming Existing School Facilities procedure on May 11, 2022.

We support the VSB’s decision to develop transparent and collaborative procedures for making evidence-based decisions about naming and renaming schools on a case-by-case basis. However, we think a deeper understanding of both the nature of commemorative place names and the history of Vancouver school names is essential for making informed decisions about naming and renaming schools. School names and other place names such as streets, parks, and public institutions, form an official “namespace” that is central to a society’s structures of power, authority, and identity.<sup>5</sup> Although scholars have studied the relationships between street names, historical memory, and nation-building,<sup>6</sup> there has been little focus on school names, which are also powerful sources of collective memory.<sup>7</sup>

In this research note, we describe and categorize the continuities and changes in Vancouver school names from 1886 to 2023. Given the large number of schools named and renamed since 1886, and word limit constraints, it is impossible to

provide a comprehensive explanation of how schools were named and renamed over time. Instead, our purpose is to provide an overview of the patterns and trends in Vancouver school naming practices, offer preliminary conclusions about how schools were named and renamed, and highlight the debates that occurred about naming and renaming schools. We argue that Vancouver’s school names offer valuable insights into the beliefs, values, and attitudes of the powerful people who made decisions about school names, the ways collective memory and settler identity were institutionalized in schools, and the politics of naming and renaming. Our ultimate goal for this research note is to inform public debates about Vancouver school naming and renaming and contribute to historically-informed decision-making for a more just and equitable future. We also hope that our research note highlights interesting sources, generative topics, and compelling lines of inquiry for future research.

### **The Nature of Commemorative Place Names**

Place names (or toponyms) are the proper names given to geographical features or places, and toponymy is the study of the origins, meanings, usage, and types of place names in a particular region or place.<sup>8</sup> Toponymists have identified commemorative place names as a particular type of toponym focused on places named after a historical person, group, event, or place to officially remember, honour, or pay respect.<sup>9</sup> Critical toponymy is a sub-field of toponymy focused on analyzing the politics of collective memory as revealed by place names.<sup>10</sup> In this section, we highlight key aspects of commemorative place names that are foundational for researching school names, designing policies, and making decisions about naming and renaming schools.

Although commemorative place names consist of few words and do not comprehensively narrate the past, they are “power-charged semiotic dynamos”<sup>11</sup> “rich in narrativity.”<sup>12</sup> The narratives presented by commemorative place names are highly interpretive, the meanings drawn can be ambiguous, and they do not provide new insights about the people being commemorated.<sup>13</sup> “No memorial speaks for itself; each one is dependent upon its audience to voice—or betray—its vision of the past into the future.”<sup>14</sup>

Despite often being treated as impartial and apolitical historical markers, commemorative place names are inherently selective and politically charged.<sup>15</sup> What is defined as worthy of commemoration is socially mediated, and the powerful impose their identity and cultural memory onto the landscape as the official version of history.<sup>16</sup> Although commemorative place names are often used to legitimate ideas of national heritage and identity, they can also be used to rewrite neglected histories, identities, and more inclusive values onto local landscapes.<sup>17</sup>

Commemorative place names are powerful sources of collective memory and national identity that influence how the public views, senses, and debates the past.<sup>18</sup> Nation-states regularly construct a collectively shared sense of national identity via a “mnemonic order” of historical narratives, symbols, and representations.<sup>19</sup>

Throughout the nineteenth and twentieth centuries, Canadians used monuments, plaques, historic sites, museums, and school history to institutionalize nation-building narratives that instill loyalty, patriotism, nationalism, and a common identity.<sup>20</sup> These “common sense” master narratives, which are defined as “culturally shared stories that guide thoughts, beliefs, values, and behaviours,”<sup>21</sup> were widely reproduced in school curricula, textbooks, mass media, film, and museums, and through commemorative activities such as anthems, flags, school holidays, pageants, ceremonies, and school names.<sup>22</sup> Schools were named after historical individuals to convey values and beliefs deemed to be socially desirable and to encourage students to embody them in their daily lives.<sup>23</sup> It was a subtle, yet powerful, way of communicating the accomplishments of previous generations, and also normalizing particular ideas, beliefs, and historical narratives as historical and social truths.<sup>24</sup> As Stump says, “the naming of a school in honor of an individual has a special significance, creating an overt association between the person and community. This act is essentially hortatory, calling on the community to follow the path set by the school’s namesake.”<sup>25</sup>

Although commemorative place names are created to remember significant people and events, they also disregard, minimize, and erase the historical experiences and struggles of marginalized groups.<sup>26</sup> Place naming is deeply rooted in the linguistic, physical, and structural violence of settler colonialism and white supremacy.<sup>27</sup> In Canada, white settlers named and renamed places to legitimize their memories, identities, and belonging, which dispossessed Indigenous peoples and communities of colour from their naming practices, histories, and sense of agency. Nur Masalha refers to settler colonial naming patterns as “memoricide” because they symbolically and materially destroy and misrepresent Indigenous peoples’ historical subjectivities and attachments to place.<sup>28</sup> Prior to European settlement, three Coast Salish peoples, the Sḵwxwú7mesh (Squamish), səlilwətał (Tsleil-Waututh), and Xwméthkwyiem (Musqueam) lived in more than three dozen settlements in what is now Vancouver.<sup>29</sup> Over time European settlers erased First Nations presence on their land via dispossession, displacement, and renaming local places.<sup>30</sup>

Debates about renaming commemorative place names are often contentious because they are part of broader political struggles over memory and identity, and over who has the power and authority to create, define, interpret, and represent the past in the present.<sup>31</sup> Renaming disputes are often about the present as much as they are about the past, because they feature struggles for control of the past in the service of contemporary social, political, cultural, and economic needs.<sup>32</sup> Commemorative place names are also deeply intertwined with people’s experiences, identities, and social relations, and any attempt to rename often elicits strong emotional reactions.<sup>33</sup> Renaming controversies also invite strong reactions because they focus on “difficult histories” that challenge dominant narratives, understandings, and ideas about memory, identity, and place.<sup>34</sup> Moreover, decisions to rename schools are often heated because they involve subjective ethical judgments about the historical legacies of commemorated people, the social and political connotations associated with commemorated people, and the appropriateness of commemorating people.<sup>35</sup>

Despite giving the appearance of permanence, commemorative place names are regularly re-evaluated and revised as values and beliefs change over time.<sup>36</sup> For the sociologist Mihai Stelani Rusu, the interplay between continuity and change in commemoration highlights the “Janus-faced nature of collective memory.”<sup>37</sup> Place names are always susceptible to renaming as collective memory and historical narratives are revised, but the relative stability of some commemorative place names reveals the power of the past to maintain its influence on the present and future.

Renaming commemorative place names has several potential benefits and limitations. Renaming campaigns can encourage the public to unlearn exclusionary historical understandings and learn broader and more inclusive histories.<sup>38</sup> Efforts to rename commemorative place names are often part of broader movements by women, people of colour, Indigenous, 2SLGBTQI+, and other oppressed communities to participate in public decision-making and claim access to public spaces and symbols.<sup>39</sup> Renaming commemorative place names can also serve as a form of “symbolic reparation” that restores the dignity of victims of oppression and highlights the injustices that occurred.<sup>40</sup>

Spirited debates about renaming can cause further alienation, marginalization, and harm for those who have experienced histories of violence and victimization.<sup>41</sup> Continuing inequities also limit the ability of minoritized groups to successfully rename problematic commemorations in some communities. There are also disagreements about whether renaming commemorative place names should be a priority given the economic and political struggles many people are experiencing.<sup>42</sup> Finally, renaming commemorative place names can deny minoritized groups power and agency when used as an appeasement strategy to avoid making more substantive change, or when appropriated by groups responsible for the histories of discrimination and violence.<sup>43</sup>

## Data and Methods

We began our research by identifying relevant sources focused on the history of school naming and renaming in Vancouver including maps, minutes from school board trustee meetings, annual school board reports, newspaper articles, and the Vancouver School Board Archives and Heritage website, which includes photographs and school histories of many past and current schools. We created a chronological spreadsheet of Vancouver school names from 1886 to 2023 and recorded information about the origin of each school’s name, the school address, years open, type of school, the school’s previous name (if any), and future name of the school (if any). Some Vancouver schools, particularly elementary schools, have annexes, which are smaller schools with limited grades that are associated with a larger school and often located on the same site or nearby. We chose not to include annexes in our list of schools because they often share the same name as the larger school they are associated with, and their names frequently changed. After the spreadsheet was complete, we developed the following framework (see table 1) to identify the continuities and changes in Vancouver school names over time.

**Table 1. Analytic Framework for School Names**

Categories	Description and Examples
School Name Type	<ul style="list-style-type: none"> <li>• Educational: the educational purpose of the school, e.g., Model School.</li> <li>• Group: e.g., Nootka Elementary School, named after the Nootka (Nuu-chah-nulth) First Nations.</li> <li>• Person: e.g., Captain James Cook.</li> <li>• Place: e.g., False Creek School, named after False Creek.</li> <li>• Place and Event: schools named after places and events, e.g., Trafalgar Elementary School, named after Trafalgar Street, which was in turn named after the Battle of Trafalgar.</li> <li>• Place and People: schools named after places named after people, e.g., Gladstone Secondary School, named after Gladstone Street, which was in turn named after British politician William Ewart Gladstone.</li> <li>• Symbol: e.g., Britannia High School, named after the helmeted female warrior that symbolizes Great Britain.</li> </ul>
Geographical Significance	<ul style="list-style-type: none"> <li>• The geographical location(s) the person or place a school is named after is historically significant to.</li> </ul>
Field of Activity	<ul style="list-style-type: none"> <li>• The field(s) of activity a person with a school named after them were known for (e.g., art and literature, business, education, exploration, Indigenous leaders, medicine, military, politics, law, royalty, science, settler/farmer).</li> </ul>
Gender	Gender of the person the school was named after.
Ethnicity	Ethnicity of the person the school was named after.
Previous School Name	School's previous name (if any).
Renamed School Name	Future name of the school (if any).

## Findings

The constantly shifting political and geographical boundaries in the City of Vancouver from 1886 to 1928 make it difficult to make sense of the naming and renaming of schools over time. The City of Vancouver as it is today is the product of two municipal incorporations (1886 and 1891), one secession (1908), and two mergers (1911 and 1929). School boards in each former jurisdiction were responsible for administering and naming schools, and naming practices varied among them. The City of Vancouver was incorporated on April 6, 1886, and its boundaries ran south from Burrard Inlet to 16th Avenue, and from Alma Street in the west to Nanaimo Street in the east (the area in the northern part of Figure 1 bordered by water). Hastings

Townsite and District Lot 301, which were administered by the provincial government, were located east and south of Vancouver (the two smallest areas in Figure 1). On April 13, 1891, the municipality of South Vancouver was incorporated (the two largest areas in the southern part of Figure 1), and its boundaries included 17,000 acres south of 16th Avenue to the Fraser River, and from Boundary Road in the east to the western tip of Point Grey, except for reserved Crown land, the Musqueam reserve, and CPR land. On January 1, 1908, the municipality of Point Grey was created after residents voted to secede from South Vancouver. Its borders extended from Cambie Street in the east to the tip of Point Grey in the west, and south from 16th Avenue to the Fraser River (the area in the southwest part of Figure 1). In 1911, 2,300 residents of Hastings Townsite and 2,750 residents of District Lot 301 voted to join the City of Vancouver. Further amalgamation occurred on January 1, 1929, after residents in the municipalities of Vancouver, South Vancouver, and Point Grey voted to merge. Except for minor changes, Vancouver's boundaries remain nearly the same today as they were in 1929.



Figure 1. *City of Vancouver: History of Political Growth*, City Planning Department, City of Vancouver, Box 289-06-03, COV-S445-3-: LEG1201.1, <https://searcharchives.vancouver.ca/city-of-vancouver-history-of-political-growth>. Public Domain. Reproduced courtesy of the City of Vancouver Archives.



To make sense of the tangled web of Vancouver school names between 1886 and 2023, we categorized the 162 schools named and renamed into six geographies and corresponding time periods:

1. Vancouver Schools, 1886–1928
2. South Vancouver Schools, 1891–1928
3. Point Grey Schools, 1908–1928
4. Vancouver Schools, 1929–1956
5. Vancouver Schools, 1957–1984
6. Vancouver Schools, 1985–present

The first three time periods focus on schools named and renamed in the three different municipalities (Vancouver, South Vancouver, and Point Grey) from their inception to amalgamation in 1929. We further classified the school names in the three municipalities into sub-periods based on the continuities and changes that emerged during each time period. After amalgamation in 1929 we also organized Vancouver school names into three time periods based on identifiable continuities and changes.

#### *Vancouver School Names, 1886–2023: An Overview*

Before describing the specific continuities and changes in school names in each time period, we describe the overall findings from our research on the period from 1886 to 2023. As shown in table A.1 of the appendix, 162 schools were named and renamed between 1886 and 2023. Of these schools, 116 were named and renamed in three time periods: Vancouver, 1886–1928 (fifty-one); South Vancouver, 1891–1928 (thirty-three); and Vancouver, 1957–1984 (thirty-two). Fewer schools were named or renamed between 1929 and 1956 (seventeen) and 1985 to 2023 (eight).

Eighty-three of the 162 schools (51 per cent) were named after people, and another fifteen schools (9 per cent) were named after places named after people. Fifty schools (31 per cent) were named after places; five were named after places and educational purposes (3 per cent); and one was named after a place and an event. Four per cent of schools were named after symbols. The remaining 2 per cent were named after educational purposes, and places and events. In every time period, schools were named after different types of places, including local neighbourhoods, streets, and geographical features.

Of the ninety-nine schools named after people or for places named after people, table A.2 in the appendix shows that the most common fields of activity were military (seventeen), politics (seventeen), exploration (thirteen), royalty (twelve), business (ten), education (eight), local settlers (seven), and science and medicine (six). Few schools were named after Indigenous leaders (five), art and literature (three), or law (one). Of the ninety-nine schools named after people, only thirteen were named after women, all of them elementary schools. Seven schools were named after Indigenous people and groups, and not a single school was named after a person of colour.

As indicated in table A.3 of the appendix, the largest group of people with schools named after them had local historical significance (twenty-eight), but there were also several schools named after people historically significant in Great Britain (twenty),



Canada and Great Britain (sixteen), Canada (eleven), and British Columbia (nine). The number of schools named after people connected to Great Britain, and Canada and Great Britain decreased over time, while schools named after people connected to British Columbia and Vancouver increased.

Table A.4 in the appendix illustrates how almost all schools named after places were named after significant local areas or geographical phenomena (forty-eight), except for five schools named after local places that themselves were named for places in Great Britain and Ireland (Kerrisdale, Killarney, Renfrew, Waverley, and Windermere).

Vancouver schools were regularly renamed in each of the six time periods. Table A.5 in the appendix provides an alphabetical list of all the schools named and renamed between 1886 and 2023, including the years they were open, previous name (if any) and the year they were named, and future name changes (if any) and the year the name changed. Of the 162 schools named or renamed between 1886 and 2023, only fifty-seven were never renamed.

### *City of Vancouver, 1886–1928*

Between Vancouver's incorporation in 1886 and its amalgamation with South Vancouver and Point Grey on January 1, 1929, fifty-one schools were named or renamed, the largest number of any time period. As shown below in table 2, we divided the fifty-one schools named into three sub-periods.

**Table 2. Vancouver School Names, 1886–1928**

<b>Time Period</b>	<b>Schools Named or Renamed</b>
1886–1899	East School, False Creek School, West School, Central School, Vancouver High School, East End School, East End Branch, West End School, Fairview School, Mount Pleasant School (10)
1900–1914	Lord Strathcona School, Admiral Seymour School, Lord Roberts School, Dawson School, Grandview School, Cedar Cove School, Sir William Macdonald School, Fairview West School, Fairview High School, Kitsilano Public School, Model School, East Mount Pleasant Block, Aberdeen School, East End High School, *Hastings School, *Lord Beaconsfield School, Britannia High School, King Edward High School, Queen Alexandra School, Simon Fraser School, Cecil Rhodes School, Lord Nelson School, Lord Tennyson School, Florence Nightingale School, General Gordon School, Henry Hudson School, Block 44 School, Charles Dickens School, Laura Secord School, Sir John Franklin School, David Livingstone School, Bayview School, King George High School (33)
1920–1928	Kitsilano High School, Sir Wilfred Grenfell School, Vancouver School of Decorative and Applied Arts, Fairview High School of Commerce, Templeton Junior High School, Grandview High School of Commerce, Vancouver Technical School, Renfrew School (8)
<b>Total</b>	<b>51</b>

\*Hastings School and Lord Beaconsfield School became part of the VSB when Hastings Townsite amalgamated with the City of Vancouver in 1911.

From 1887 to 1899, all ten schools were named after places in Vancouver where the schools were located. Given that Vancouver's population nearly quintupled from 5,000 people in 1887 to 24,000 people in 1899, Vivian Glyn-Jones hypothesized that schools were named after areas in the city in order to familiarize and orient new residents with the geography of the newly incorporated city.<sup>44</sup>

Between 1900 and 1914, school naming practices changed. Only nine of thirty-three schools named or renamed in this period were named after local places (Bayview, Cedar Cove, East End, East Mount Pleasant Block, Fairview, Fairview West, Kitsilano Public, and Grandview), while twenty-four schools were named after people, or places named after people. Twelve schools were named after Britons and symbols significant to Great Britain and the British Empire including imperial symbols (Britannia), military heroes (Florence Nightingale, Lord Roberts, Lord Nelson, and General Gordon), explorers (David Livingstone), politicians (Lord Beaconsfield), businessmen (Cecil Rhodes), and writers (Lord Tennyson and Charles Dickens). Eight schools were named after people significant to Britain, the British Empire, and Canada (Henry Hudson, King Edward, King George, Laura Secord, Queen Alexandra, Sir John Franklin, Sir William Macdonald, John William Dawson), and four schools were named after people significant to Britain, the British Empire, Canada, British Columbia, and Vancouver (Admiral Hastings, Lord Aberdeen, Lord Strathcona, and Simon Fraser).

During this time many Vancouverites saw themselves as British Canadians who were patriotic and loyal to Canada and the British Empire. School names and official opening ceremonies at new schools reflected this. For example, when Admiral Seymour School was officially opened on March 28, 1901, 300 students were assembled in the auditorium where school trustee Thomas Duke regaled them with a description of how the "gallant naval fighter," Admiral Edward Hobart Seymour, "ascended the ladder of fame step by step." The students sang "The Maple Leaf Forever" "in a manner so hearty that no person could doubt the loyalty of those young Canucks to this great and glorious country."<sup>45</sup> Everyone then gathered outside and sang "God Save the King," "The Maple Leaf Forever" (again), and planted sixty commemorative trees, the first of which was named Edward VII.

No schools were named or renamed between 1914 and 1919 because of disruptions caused by the First World War and the 1918 influenza pandemic. However, eight schools were named and renamed between 1920 and 1928, including six schools named after areas in Vancouver, and four named after local places and the educational purpose of the school (Vancouver School of Decorative and Applied Arts, Fairview High School of Commerce, Grandview High School of Commerce, Vancouver Technical School).

During the entire 1900 to 1928 period, only three schools were named after women (Queen Alexandra, Florence Nightingale, and Laura Secord), and two schools were named after a place named after an Indigenous person. Kitsilano Public School and Kitsilano High School were named after an area of Vancouver named after S̓kwxwú7mesh Chief August Jack Khatsahlano.

There were few disputes about school names reported in the newspapers during

this time period. However, in 1912, Mount Pleasant residents objected to naming the school located at 12th Avenue and Victoria after Charles Dickens because “many slurs and jibes had been cast at the name,”<sup>46</sup> and the name “lent itself to slang and ridicule.”<sup>47</sup> We are unclear why Charles Dickens’s name was a subject of mockery. Regardless, the school board responded to public pressure by naming the school Florence Nightingale instead, and renaming the new school at 6th Avenue and Bayswater that was originally named Florence Nightingale School, the General Gordon School.<sup>48</sup> Nineteen schools were renamed in the 1886–1928 time period, and only eighteen of the fifty-one schools named during this time period still have same name today.

### *South Vancouver Schools, 1891–1928*

Thirty-three schools were named and renamed in South Vancouver between 1891 and 1928, the second largest number of schools named or renamed in any time period. We organized the school names into two sub-periods. Similar to Vancouver, which named schools in its early years after areas in the city, the eleven schools named from 1891 to 1910 were named after geographical areas of settlement in South Vancouver.

**Table 3. South Vancouver School Names, 1891–1928**

<b>Time Period</b>	<b>Schools Named or Renamed</b>
1891–1910	South Vancouver School, East Vancouver School, Eburne School, West Vancouver School, District Lot 472 School, Cedar Cottage School, South Hill School, Westminster Ave School, Collingwood Heights School, Mountain View School, Wilson Road School (11)
1911–1928	General Brock School, General Wolfe School, Lord Selkirk School, Sir Guy Carleton School, Sir James Douglas School, Sir Alexander Mackenzie School, Tecumseh School, Walter Moberly School, Champlain School, Laura Secord School, J. W. Sexsmith School, Sir Richard McBride School, Sir William Van Horne School, South Vancouver High School, Connaught School, John Norquay School, Gordon School, John Oliver High School, Simon Fraser School, Captain James Cook School, Sir James Douglas School, Sir Sandford Fleming School (22)
<b>Total</b>	<b>33</b>

In 1911, school naming practices changed after trustees passed a motion that requested students from each South Vancouver school to propose seven names of “prominent men in Canadian history” to name schools after.<sup>49</sup> They offered a \$10 prize to the school whose names were selected, and Trustee Elliott offered an extra \$5. Students from Cedar Cottage School submitted the winning list, and trustees voted to rename seven schools and name one new school. Cedar Cottage School became Jacques Cartier School. Collingwood School became Sir Guy Carleton School. Wilson Road School became Tecumseh School. North Arm School became Walter Moberly School. South Hill became Sir James Douglas School. The new

school on Ontario Street was named General Wolfe School.<sup>50</sup>

In total, twenty-one South Vancouver schools were named after prominent people in Canadian history who made contributions in nine fields. The most popular fields were politics (five), exploration (four), military (four), business (two), science (two), and settler/farmer (two). Most schools were named after British people who had made contributions to the development of Canada, British Columbia, or Vancouver. Five schools were named after significant people in Vancouver, British Columbia, and Canada who were still alive when the schools were named, including Sir Richard McBride, J. W. Sexsmith, Sir William Van Horne, John Oliver, and Walter Moberly. The one school named after British royalty also had connections to Canada and Vancouver. Prince Arthur, the Duke of Connaught, served as the governor general of Canada from 1911 to 1916, and he visited Vancouver in 1890, 1906, and 1912, where he officiated over the opening of the Connaught Bridge (now the Cambie Bridge).<sup>51</sup>

One school was named after Laura Secord, the first South Vancouver school named after a woman, and no schools were named after a person of colour.<sup>52</sup> Two schools were named after Indigenous people, including Shawnee Chief Tecumseh and Métis politician John Norquay, both of whom were celebrated for their contributions to the development of Canada.

Three schools were renamed prior to amalgamation on January 1, 1929, because they had the same name as schools operating in Vancouver. Simon Fraser School was renamed Captain James Cook; Laura Secord School was renamed Sir James Douglas; and Gordon School was renamed Sir Sandford Fleming.<sup>53</sup> During this time period, seventeen of the thirty-three schools were renamed. Currently, there are fourteen schools in the VSB originally named during this time period that still have the same name.

### *Point Grey Schools, 1908–1929*

Between its secession from South Vancouver on January 1, 1908, and its amalgamation with Vancouver in 1929, twenty-two schools were named and renamed in Point Grey. Nine schools were named after people, and six schools were named after places and people. Only two schools were named for women (Queen Mary and Edith Cavell), and no schools were named after an Indigenous person or a person of colour. Six schools were named after local areas in Point Grey, including Kerrisdale, which was named after an early settler's family home in Kerrydale, Scotland.<sup>54</sup>

Table 4 illustrates the three school naming patterns in Point Grey from 1908 to 1928. From 1908 to 1914, schools were named after local settlers and places in Point Grey; from 1914 to 1925, schools were named after British royalty and military figures from the Great War; and from 1926 to 1928, schools were again named after local people and places in Point Grey.

Seven of the nine schools named and renamed between 1914 and 1925 were named after British royalty, politicians, and military heroes from the Great War. In April 1919, the school board "recommended that when naming new schools in the future that names of soldiers that had made the supreme sacrifice be used."<sup>55</sup> At the

**Table 4. Point Grey School Names, 1908–1928**

<b>Time Period</b>	<b>Schools Named or Renamed</b>
1908–1928	Eburne School, District Lot 472 School, Kerrisdale School, West Point Grey School, Shaughnessy School, Eburne Superior School, Marpole and Eburne High School, Magee Public School, Point Grey High School (9)
1914–1925	King George V High School, Lord Kitchener School, Queen Mary School, Edith Cavell School, Prince of Wales School, Strathcona Heights School, David Lloyd George School, Oak Street School, Lord Byng High School (9)
1926–1928	Langara School, Magee High School, Quilchena School, Point Grey Junior High School (4)
<b>Total</b>	<b>22</b>

opening of Edith Cavell School on September 15, 1919, School Board Chairman Wilton proclaimed that “in naming the school after Edith Cavell the trustees desired to perpetuate in the western part of the British Empire a heroine of the Great War who, when confronted with a death sentence because of her patriotism said: ‘I have seen death so often that it is not strange or painful for me. I am glad to die for my country.’”<sup>56</sup> Three of these schools were named after people with little connection to Vancouver, British Columbia, or Canada (Lord Kitchener, Edith Cavell, and David Lloyd George). Both the Prince of Wales and Lord Byng visited Point Grey and opened the schools named after them.<sup>57</sup>

In June 1924, the Point Grey School Board announced it was changing its naming policy: “In the future, names connected with the Dominion of Canada, socially, geographically or historically, will be given to schools.”<sup>58</sup> In a letter to the editor on July 3, 1924, Point Grey resident, lawyer, and future Vancouver School Board trustee C. M. Woodsworth agreed that the decision to name schools after “Canadian heroes and illustrious public men” was “long overdue.”<sup>59</sup> However, he argued the board’s decision to name the new high school after Lord Byng, rather than former Canadian prime minister Sir Wilfrid Laurier, seemed “to deny that Canada has any separate national life, any worthy history or heroes, or illustrious public men.” From 1926 to 1928, the school board reverted to prior practice, and the four schools opened (Langara School, Magee High School, Quilchena School, and Point Grey Junior High School) were named after significant people and places connected to local history and geography.

Ten Point Grey schools were renamed in the period from 1908 to 1928, and eight schools named or renamed during this period have the same name today. One of the more peculiar examples of naming and renaming involved the new high school built in 1914 that was initially called Point Grey High School during construction. It was officially named King George V High School at its opening on August 24, 1914, but on the same day another King George High School opened in Vancouver. To avoid

confusion, people referred to the King George High School in South Vancouver as Magee because it was located near the Magee station on the Interurban Line. The name stuck, and it was officially renamed Magee High School in 1926.<sup>60</sup>

### *City of Vancouver Schools, 1929–1956*

Only seven schools were named or renamed between 1929 and 1949, and ten schools opened between 1950 and 1956 due to the post-war population boom.<sup>61</sup>

**Table 5. Vancouver School Names, 1929–1956**

<b>Time Period</b>	<b>Schools Named or Renamed</b>
1929–1956	Sir Matthew Begbie School, Seaview School, Maple Grove School, Woodland School, Vancouver School of Art, Queen Elizabeth School, Lord Byng Junior High, Gladstone Secondary School, Trafalgar Elementary School, Sir Wilfrid Laurier School, Southlands Elementary School, Sir William Osler Elementary School, Grandview Elementary School, Sir Charles Kingsford-Smith Elementary School, Sir Wilfred Grenfell Elementary School, Sir Winston Churchill Secondary School, Captain James Cook Elementary School (17)
<b>Total</b>	<b>17</b>

During this time period, the VSB continued using the same naming practices employed in Vancouver, South Vancouver, and Point Grey prior to amalgamation. The nine schools named after people were historically significant locally and in the British Commonwealth (Sir Charles Kingsford-Smith), in Canada (Sir Wilfrid Laurier, and Sir William Osler), in British Columbia (Sir Matthew Begbie), in Great Britain and Canada (Sir Wilfred Grenfell, Lord Byng, Captain James Cook, and Queen Elizabeth), and in Great Britain (Sir Winston Churchill and Sir William Gladstone). The nine people who had schools named after them made contributions in six different fields, and the three most popular fields were politics (three), medicine (two), and explorers (two). Only one school was named for a woman (Queen Elizabeth), and no schools were named after an Indigenous person or a person of colour.

The five schools named after places were named after local geographical phenomena, and one school was named after a local place and an event: Trafalgar Elementary, named after a local street named after the British naval victory. Eleven schools were renamed during this period, and eleven schools named during this period have never been renamed. Five schools were renamed in September 1932 to avoid confusion with other schools with similar names.<sup>62</sup> Woodland School was renamed Grandview School in 1954, which had been its original name from 1905 to 1932.

School names were increasingly controversial during this time. At the March 16, 1953, VSB meeting, a letter from City Archivist J. S. Matthews was read that questioned the naming of a school after eastern Canadian Sir William Osler. Matthews proposed naming future Vancouver schools after celebrated “British Columbian men,” connected to Vancouver.<sup>63</sup> This included RCMP Inspector Henry Larsen, pilot Sir

Charles Kingsford-Smith, and CPR surveyor Lauchlan Alexander Hamilton. A March 21, 1953, op-ed also complained that too many Canadian schools are named after the same people, and urged the VSB’s naming committee to develop “local flavour” by honouring citizens who deserved to be remembered by future generations.<sup>64</sup> In his column in the *Vancouver Province* two days later, D. A. McGregor analyzed Vancouver school names, and found that only two were named after Vancouver people (Templeton Junior High School and Magee High School), and both “were named not by design, but by accident.”<sup>65</sup> McGregor wondered why more schools were not named after people connected with British Columbia history, why schools were named after Tecumseh, but not “Indians of our own” like Chief Maquinna, and why no schools were named after men and women who contributed to education in British Columbia.<sup>66</sup>

The criticism of VSB school naming policy appeared to have an impact. In November 1953, the VSB announced it was naming a new elementary school after Sir Charles Kingsford-Smith, the celebrated Australian long-distance pilot who attended elementary school in Vancouver for a few years.<sup>67</sup> To avoid future controversies about school names, the VSB also announced a shortlist of nineteen names for future schools when they opened.<sup>68</sup> Six of the nineteen names on the list eventually had schools named after them.

#### *City of Vancouver Schools, 1957–1984*

Thirty-two schools were named or renamed during this time period, the third highest of the six time periods. There was a noticeable change in school naming practices. Schools continued to be named after people and places, but ten schools were named after local educators, politicians, and business people. Also, the VSB’s first official school naming and renaming policy was created on April 3, 1978 and it stipulated that the designation “elementary school” and “secondary school” be added after new school names.

**Table 6. Vancouver School Names, 1957–1984**

<b>Time Period</b>	<b>Schools Named or Renamed</b>
1957–1984	Dr. R. E. McKechnie Elementary School, Killarney Secondary School, David Thompson Secondary School, Sir Charles Tupper Secondary School, Chief Maquinna Elementary School, David Oppenheimer Elementary School, Shaughnessy Elementary School, Prince of Wales Secondary School, Dr. Annie B. Jamieson Elementary School, Dr. George M. Weir Elementary School, Emily Carr Elementary School, Windermere Secondary School, John Henderson Elementary School, Eric Hamber Secondary School, Nootka Elementary School, Dr. A. R. Lord Elementary School, Carnarvon Elementary School, George T. Cunningham Elementary School, Waverley Elementary School, Dr. H. N. MacCorkindale Elementary School, Graham Bruce Elementary School, *University Hill Elementary School, *University Hill Secondary School, Thunderbird Elementary School, Queen Victoria Elementary School, Champlain Heights Elementary School, Tyee Elementary School, Britannia Elementary School, L’École Bilingue, False Creek Elementary School, Lord Byng French Immersion School, Jules Quesnel Elementary School (32)
<b>Total</b>	<b>32</b>

\*Both schools opened in 1927 and were transferred to the VSB on January 1, 1970.



Six schools were named after places, including one named for a local geographical phenomenon (False Creek), two after local places (University Hill Elementary and Secondary), and three were named after local streets named after places in Great Britain and Ireland (Killarney, Windermere, and Waverley). Three schools were named after symbols (Tye, Thunderbird, and Britannia); three were named after places named after people (Shaughnessy, Carnarvon, Champlain Heights); and one was named after the educational purpose of the school (L'École Bilingue).

No schools were named after people of colour, three schools were named after women (Dr. Annie B. Jamieson, Emily Carr, and Queen Victoria), two schools were named after Indigenous symbols, and two schools were named after an Indigenous person (Chief Maquinna) or group (Nootka) significant to British Columbia, but not local, history.

In 1971, three school trustees unsuccessfully voted against renaming Grandview Annex Queen Victoria School. Such opposition would have been unimaginable in earlier time periods because many Vancouverites identified as British or British Canadian and questioning the naming of a school after the famous British monarch would have been considered disloyal, unpatriotic, and perhaps even treasonous. Peter Bullen, one of three trustees who voted against naming the school after Queen Victoria, said he could not see, "why we want to name another school after a queen whose only claim to fame was ruling an empire."<sup>69</sup>

Although the trustees made the final decision, students and the broader community were also invited to propose school names. In 1970, students were given three options and chose Thunderbird as the name of their new school.<sup>70</sup> In 1977, the VSB asked residents, students, and parents to suggest names for the new elementary school being built in False Creek.<sup>71</sup> The VSB requested names that emphasized early pioneer influences, and False Creek Elementary was chosen, perhaps as a nod to False Creek School, which had been one of the earliest schools opened in Vancouver in the period between 1888 and 1893. Twelve of the thirty-two schools opened during this time period were renamed, and thirty schools opened during this time period are still operating under the same name.

### *City of Vancouver Schools, 1985–present*

Only four new schools were named and five renamed during this period, the fewest number of any period.

This period featured another shift in school naming practices to naming schools for local places in First Nations languages. As in previous time periods, three schools were named after people, but more schools were named for women than men for the first time. Former Prime Minister Pierre Elliott Trudeau was a significant national figure, and Vancouver School Supervisor Elsie Roy and Musqueam educator Norma Rose Point were commemorated for their contributions to the local community. Three schools were named for local places (Grandview ;UUQINAK'UUH, Crosstown, and šx'wəq'əθət), and two were named after local symbols (Thunderbird šx'əx'aʔəs and Xpey). Four of these schools were named in First Nations languages. (;UUQINAK'UUH is Nuu-chah-nulth, and the other three names are in həñqəmīñəni.)

**Table 7. Vancouver Schools Opened, 1985–present**

Time Period	Schools Named or Renamed
1991–present	Grandview ḷUUQINAK’UUH Elementary School, Pierre Elliott Trudeau Elementary School, Elsie Roy Elementary School, Norma Rose Point Elementary School, Crosstown Elementary School, Thunderbird šxʷəxʷaʔəs Elementary School, χpeý Elementary School, Crosstown šxʷwəqʷəθət Elementary School, wəkʷańəs tə syaqʷəm Elementary School (9)
<b>Total</b>	<b>9</b>

Three schools were dual named in English and həńqəmihən, while the most recently renamed school name, wəkʷańəs tə syaqʷəm, is named solely in həńqəmihən.

The changes in school naming practice during this period can be attributed to changes in school naming and renaming policies. The VSB’s school naming and renaming policy was revised numerous times during this time period (1982, 1994, 1999, 2000, 2012, and 2019). The 2000 policy emphasized the importance of local history and geography. It stated that new school names should “honour Vancouver’s historical, cultural, and ethnic heritage—including the First Nations community, recognize outstanding individuals, be reflective of the region, or be significant to the geography of the area.”<sup>72</sup> The policies continued to change over time, and the current naming and renaming policy requires schools to have place-based names that reflect the local geography, have dual naming in English and həńqəmihən, and must involve First Nations people in the naming process.

## Discussion and Conclusions

There are several notable findings about the history of Vancouver school names. In each time period there were more schools named after people than other types of school names. According to CBC journalist Justin McElroy, Vancouver has a higher percentage of schools named after individuals than any other school district in the province.<sup>73</sup> Given that current VSB naming and renaming policies stipulate that schools are to be given place-based names, it is expected that the number of schools named after people will decrease in the future.

Another continuity in the history of Vancouver school names is that schools have regularly been renamed. Throughout the history of Vancouver schools, it was more likely for a school to be renamed than not. Only fifty-seven of the 162 schools opened between 1886 and 2023 were never renamed. Schools were renamed for a variety of reasons, including confusion with schools with the same name in different municipalities, the construction of new buildings on an existing school site, changes in a school’s educational focus, revisions to school board naming policies, and public controversies about school names.

While Vancouver school names changed over time, many school names also remained unchanged. For a relatively young city by Canadian standards, Vancouver school names are quite old. Forty-seven of the ninety-five elementary and secondary schools currently in the VSB were named prior to amalgamation in 1929, and another thirty-four were named between 1930 and 1970. This means that 85 per cent of Vancouver schools were named more than fifty years ago when attitudes about who and what schools should be named after were different than they are today. It should be unsurprising that some schools were named after people whose actions, beliefs, and values offend some members of the community. Historical narratives are constantly revised and rewritten as values and attitudes change, new evidence is discovered, different questions are asked, and diverse theoretical frameworks are applied. School names communicate abbreviated historical narratives about the past, and like other historical narratives we should expect that some will be revised over time.

Our research shows that debates about school names have occurred in every period in Vancouver school history. There have been controversies about too many schools being named after British people, and not enough being named for Canadians, British Columbians, or Vancouverites. In recent years, controversies have focused on schools named after colonial, white, male Britons who had little connection to Vancouver, and the continued exclusion of women, people of colour, and Indigenous peoples from the school nomenclature.

The history of Vancouver school names also features significant changes. In the late 1800s and early 1900s, schools in Vancouver and South Vancouver were named after local neighbourhoods and areas. Between the early 1900s and amalgamation in 1929 most schools in Vancouver, South Vancouver, and Point Grey were named after people; however, each municipality focused on a different group of people. Vancouver named many schools after imperial British heroes with little connection to Vancouver, British Columbia, or Canada. South Vancouver named its schools after heroes in Canadian history, and Point Grey named its schools after local settlers and places, or British royalty, military heroes, and politicians during the Great War. After amalgamation, naming practices previously utilized in the three municipalities continued until the late 1950s, when public demands for schools to be named after people who contributed to the development of Vancouver and British Columbia led to more schools being named after local businessmen, politicians, and educators. School naming practices shifted again in the early 1980s as the result of the development of formal naming and renaming policies and increased commitment to name schools after local First Nations people, places, and symbols using local First Nations languages.

Vancouver's school namescape communicates master narratives commonly reproduced in school curricula, textbooks, mass media, museums, films, and other sources of historical culture. In anglophone Canada, nation-building narratives often focused on European exploration, the development of democracy, the building of the railway and the opening of the West, and the achievement of national autonomy through military, scientific, and diplomatic successes.<sup>74</sup> These narratives privileged capitalism and British Canadian men, and made the exclusion and marginalization of

Indigenous, Asian, and Black people seem natural. The parallels between Vancouver school names and anglophone grand narratives are striking. The most common fields of activity for the ninety-eight schools named after people were military, politics, exploration, royalty, and business. Many of the people Vancouver schools were named after were not unique and had schools named after them in other Canadian municipalities. For example, South Vancouver had three schools with the same names as Vancouver schools, Winnipeg currently has six schools with the same names, and Thames Valley District School Board in London, Ontario, has ten.

Vancouver school names reflect the values, world views, identities, and historical narratives of dominant members of society who imposed their collective memory and identity on the local landscape. Thus, Vancouver school names provide insights into the changing nature of collective memory and the settler identity of the influential people who decided who or what to name schools after. In the early 1900s many people in Vancouver identified as British or British Canadian, and schools were named after significant people in Great Britain, the British Empire, and Canada. By the 1950s, many Vancouver residents identified more as Canadians, British Columbians, and Vancouverites, and pushed for schools to be named for people who made significant contributions to those communities.

Vancouver's school namescape is also selective, incomplete, and exclusionary of the perspectives and histories of women, people of colour, and Indigenous peoples. Of the ninety-eight schools named after people, or places named after people, 84 per cent were named after men and 16 per cent were named after women. Vancouver's school names also reveal the history of white supremacy and settler colonialism in British Columbia.<sup>75</sup> Not a single school has been named after a person of colour, which is remarkable considering the contributions Black, Chinese, Japanese, and South Asian people have made to the development of Vancouver, British Columbia, and Canada.<sup>76</sup> The exclusion of minoritized people's names from Vancouver schools contributes to the continued erasure of their histories, experiences, and perspectives from the local landscape and the historical record.

White settlers used school naming to legitimize their histories, identities, and sense of belonging in Vancouver and to erase Indigenous people from their naming practices, histories, and land. Seven schools were named after Indigenous people, groups, or places named after people, but only three were named after a local First Nations person. The other four schools were named after Indigenous people from other parts of British Columbia (Chief Maquinna and the Nootka [Nuu-chah-nulth] people), or other parts of Canada (Métis politician John Norquay and Tecumseh). Tecumseh, like Laura Secord and General Brock, was often celebrated during the late 1800s as a hero and Canadian patriot who played a crucial role defending Canada during the War of 1812. Two schools were named after local First Nations symbols (Thunderbird ʃxʷəxʷaʔəs Elementary School and Xpey Elementary School); one school was named Tye Elementary School after the Chinook Wawa word that means leader; and three schools were given local First Nations place names (Quilchena Elementary School, Crosstown ʃxʷwəqʷəθət Elementary School, wəkʷaɪəs tə syaqʷəm Elementary School).

The VSB's revised naming and renaming policies have the potential to reinscribe Sk̓wxwú7mesh (Squamish), səlilwətał (Tsleil-Waututh), and Xwméthkwyiem (Musqueam) presence on the local landscape and rewrite neglected, minimized, and erased histories, identities, and more inclusive values onto the institutional namescape. Our aim in conducting this research was to deepen understanding of the nature of commemorative place names, the politics of naming and renaming, and the continuities and changes in Vancouver school names from 1886 to the present. The past has the power to influence the present and future, and we hope that our research helps VSB trustees and the public unlearn exclusionary historical understandings and learn broader and more inclusive histories that will shape a more socially just and equitable future.

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## Appendix A: Tables

Table A.1. Types of Vancouver School Names, 1886–2023

School Name Types	Vancouver 1886–1928	South Vancouver 1891–1928	Point Grey 1908–28	Vancouver 1929–56	Vancouver 1957–84	Vancouver 1985–2023	Totals
Educational	1	0	0	0	1	0	2
Group	0	0	0	0	1	0	1
People	22	21	9	9	19	3	82
People & Places	4	1	6	1	3	0	15
Places	19	11	6	5	6	3	50
Place & Education	4	0	0	1	0	0	5
Place & Event	0	0	0	1	0	0	1
Symbols	1	0	0	0	3	2	6
<b>Totals</b>	<b>51</b>	<b>33</b>	<b>21</b>	<b>17</b>	<b>32</b>	<b>8</b>	<b>162</b>

Table A.2. Field of Activity for Schools Named after People

Field of Activity	Vancouver 1886–1928	South Vancouver 1891–1928	Point Grey 1908–28	Vancouver 1929–56	Vancouver 1957–84	Vancouver 1985–2023	Totals
Art & Literature	2	0	0	0	1	0	3
Business	4	2	1	0	3	0	10
Education	0	1	0	0	5	2	8
Exploration	4	4	0	2	3	0	13
Indigenous Leaders	2	1	0	0	2	0	5
Law	0	0	0	1	0	0	1
Military	7	4	4	1	1	0	17
Politics	3	5	1	3	4	1	17
Royalty	4	1	4	1	2	0	12
Science & Medicine	1	2	0	2	1	0	6
Settler	0	2	5	0	0	0	7
<b>Totals</b>	<b>27</b>	<b>22</b>	<b>15</b>	<b>10</b>	<b>22</b>	<b>3</b>	<b>99</b>

**Table A.3. Geographical Significance of Schools Named After People**

Geographical Significance	Vancouver 1886–1928	South Vancouver 1891–1928	Point Grey 1908–28	Vancouver 1929–56	Vancouver 1957–84	Vancouver 1985–2023	Totals
Local	2	4	6	1	13	2	28
BC	0	4	0	0	5	0	9
Canada	2	5	0	2	1	1	11
Great Britain	12	0	4	3	1	0	20
Canada & Great Britain	5	5	2	2	2	0	16
BC & Britain	0	3	0	2	0	0	5
All Areas	4	1	3	0	2	0	10
<b>Totals</b>	<b>27</b>	<b>22</b>	<b>15</b>	<b>10</b>	<b>22</b>	<b>3</b>	<b>99</b>

**Table A.4. Geographical Significance of Schools Named After Places**

Geographical Significance	Vancouver 1886–1928	South Vancouver 1891–1928	Point Grey 1908–28	Vancouver 1929–56	Vancouver 1957–84	Vancouver 1985–2023	Totals
Local	22	11	5	5	2	3	48
BC	0	0	0	0	0	0	0
Canada	0	0	0	0	0	0	0
Great Britain	0	0	0	0	0	0	0
Canada & Great Britain	0	0	0	0	0	0	0
BC & Britain	0	0	0	0	0	0	0
Local & Britain	0	0	1	1	3	0	5
All Areas	0	0	0	0	0	0	0
<b>Totals</b>	<b>22</b>	<b>11</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>3</b>	<b>53</b>

**Table A.5. List of Vancouver School Names, 1872–2023**

School Name	Years Open	Previous name	Renamed
Aberdeen School	1908–1942	Dawson Primary (1903)	Dawson Annex (1942)
Admiral Seymour School	1900–present	—	—
Bayview School	1914–present	—	—
Block 44 School	1911–1912	—	Sir John Franklin School (1912)
Britannia Elementary School	1975–present	—	—
Britannia High School	1909–present	East End High School (1908)	—
Captain James Cook School (South Vancouver) #1	1928–1930	Simon Fraser School (1925)	Moberly Annex A (1930)
Captain James Cook Elementary School (Vancouver) #2	1956–present	Sir Guy Carleton Annex (1953)	—
Carnarvon Elementary School	1966–present	—	—
Cecil Rhodes School	1910–1977	—	L'École Bilingue (1977)
Cedar Cottage School	1904–1911	South Vancouver School (1894)	Jacques Cartier School (1911)
Cedar Cove School	1905–1906	—	Sir William Macdonald School (1906)
Central School	1889–1925	—	Vancouver School of Decorative and Applied Arts (1925)
Champlain School	1912–1925	—	—
Champlain Heights Elementary School	1973–present	—	—
Charles Dickens School	1912–present	—	—
Chief Maquinna Elementary School	1959–present	Lord Nelson Annex (1953)	—
Collingwood Heights School	1908–1910	East Vancouver School (1895)	Sir Guy Carleton School (1910)
Connaught School	1913–1928	—	Norquay Annex (1928) and Sir Wilfred Grenfell Elementary School (1955)
Crosstown ɿx**wɔd*ʁəθat Elementary School	2017–2020 2020–present	—	ɿx**wɔd*ʁəθat added (2020)
David Livingstone School	1913–present	—	—
David Lloyd George School	1921–present	Marpole and Eburne High School (1913)	—
David Oppenheimer Elementary School	1959–present	Sir James Douglas Annex	—

School Name	Years Open	Previous name	Renamed
David Thompson Secondary School	1958–present	—	—
Dawson Primary	1903–1907	West School (1888)	Aberdeen School (1908)
Dawson School	1900–1913 1913–1972	West End School (1892)	King George High School (1914)
District Lot 301 School	1894–1911	—	Charles Dickens Annex (1911)
District Lot 472 School	1908–1911	—	Shaughnessy School (1911)
Dr. Annie B. Jamieson School	1961–present	Hastings Annex (1956)	—
Dr. A. R. Lord Elementary School	1964–present	Hastings Annex (1956)	—
Dr. George M. Weir Elementary School	1961–present	—	—
Dr. H. N. MacCorkindale Elementary School	1967–present	—	—
Dr. R. E. McKechnie Elementary School	1957–present	—	—
East End Branch	1892–1895	East School (1887)	—
East End High School (aka Seymour High School)	1908–1909	—	Britannia High School (1909)
East End School	1892–1900	—	Lord Strathcona School (1900)
East Mount Pleasant Block School	1907–1909	—	Queen Alexandra School (1909)
East School (aka Oppenheimer Street School)	1887–1892	—	East End Branch (1892)
East Vancouver School	1895–1908	—	Collingwood Heights School (1908)
Eburne Public School	1899–1912	—	Eburne Superior School (1912)
Eburne Superior School	1912–1913	Eburne Public School (1899)	Marpole and Eburne High School (1913)
Edith Cavell Annex	1930–1961	Oak Street School (1925)	Emily Carr School (1961)
Edith Cavell School	1920–present	—	—
Elsie Roy Elementary School	2004–present	—	—
Emily Carr Elementary School	1961–present	Edith Cavell Annex (1930)	—
Eric Hamber Secondary School	1962–present	—	—
Fairview High School	1905–1927	Fairview School (1893)	Fairview High School of Commerce (1927)
Fairview High School of Commerce	1927–1963	Fairview High School (1927)	—
Fairview School	1893–1905	—	Fairview High School (1905)
Fairview West School	1905–1906	—	Kitsilano Public (1906)

School Name	Years Open	Previous name	Renamed
False Creek Elementary School	1977–present	—	—
False Creek School	1887–1893	—	Mount Pleasant School (1893)
Florence Nightingale School	1911–present	—	—
General Brock School	1911–present	Mountain View School (1908)	—
General Gordon School	1911–present	—	—
General Wolfe School	1911–present	—	—
George T. Cunningham Elementary School	1966–present	John Norquay Annex (1959)	—
Gladstone Secondary School	1950–present	—	—
Gordon School	1921–1928	South Vancouver High School (1912)	Sir Sandford Fleming (1928)
Graham Bruce Elementary School	1968–present	—	—
Grandview ŁUUCINAK'UUH Elementary School	1954–1991 1991–present	Woodland School (1932)	ŁUUCINAK'UUH added (1991)
Grandview High School of Commerce	1927–1950	Grandview School (1905)	Merged with Vancouver Technical High School (1950)
Grandview School	1905–1932	—	Woodland School (1932)
Hastings Mill School (aka Granville School)	1872–1886	—	—
Hastings School	1908–present	—	—
Henry Hudson School	1911–present	—	—
John Henderson Elementary School	1962–present	Sir Sandford Fleming Annex (1955)	—
John Norquay School	1913–present	—	—
John Oliver High School	1921–present	South Vancouver High School (1912)	—
J. W. Sexsmith School	1912–present	—	—
Kerrisdale School	1908–present	—	—
Killarney Secondary School	1957–present	—	—
King Edward High School	1909–1962	Vancouver High School (1892)	—
King George High School (Vancouver)	1914–present	Dawson School (1900)	—

School Name	Years Open	Previous name	Renamed
King George V High School (South Vancouver)	1914–1926	Point Grey High School (1914)	Magee High School (1926)
Kitsilano High School	1920–present	—	—
Kitsilano Public School	1906–1932	Fairview West School (1905)	Seaview School (1932)
Langara School (aka Dunbar Heights School)	1926–1940	—	Lord Byng Junior High (1940)
Laura Secord School #1 (Vancouver)	1912–present	—	—
Laura Secord School #2 (South Vancouver)	1912–1928	—	Sir James Douglas (1928)
L'École Bilingue	1977–present	Cecil Rhodes School (1910)	—
L'École Jules Quesnel	1984–present	Lord Byng French Immersion School (1979)	—
Lord Beaconsfield School	1909–present	—	—
Lord Byng French Immersion School	1979–1984	Lord Byng Junior High (1940)	L'École Jules Quesnel (1984)
Lord Byng High School	1925–present	—	—
Lord Byng Junior High	1940–1979	—	Lord Byng French Immersion School (1979)
Lord Kitcheener School	1914–present	—	—
Lord Nelson School	1910–present	—	—
Lord Roberts School	1900–present	—	New name yet to be determined
Lord Selkirk School	1911–present	Cedar Cottage School (1904)	—
Lord Strathcona School	1900–present	East End School (1892)	—
Lord Tennyson School	1910–present	—	—
Magee High School	1926–present	King George V High School (1914)	—
Magee Public School	1914–1932	—	Maple Grove School (1932)
Maple Grove School	1932–present	Magee Public School (1914)	—
Marpole and Eburne High School	1913–1921	Eburne Superior School (1912)	David Lloyd George School (1921)
Model School	1906–1963	—	—
Mountain View School	1908–1911	Westminster Ave School (1906)	General Brock School (1911)
Mount Pleasant School	1893–present	False Creek School (1887)	—
Nootka Elementary School	1963–present	—	—



School Name	Years Open	Previous name	Renamed
Norma Rose Point Elementary School	2014–present	—	—
North Arm School	1886–1925	—	Simon Fraser School #2 (1925)
Oak Street School	1925–1930	Prince of Wales Annex (1923)	Edith Cavell Annex (1930)
Pierre Elliott Trudeau Elementary School	2002–present	Moberly Annex A (1961)	—
Point Grey High School #1	1914–1914	—	King George V High School (1914)
Point Grey High School #2	1965–present	Point Grey Junior High School (1929)	—
Point Grey Junior High School	1929–1965	—	Point Grey High School (1965)
Prince of Wales Secondary School	1960–present	Prince of Wales School (1920)	—
Prince of Wales School	1920–1960	—	Shaughnessy Elementary (1960) and Prince of Wales Secondary School (1960)
Queen Alexandra School	1909–present	East Mount Pleasant Block (1907)	—
Queen Elizabeth School	1940–present	—	—
Queen Mary School	1915–present	West Point Grey School (1909)	—
Queen Victoria School	1971–1981	Grandview Annex (1963)	Queen Victoria Annex (1981)
Quilchena School	1926–present	Strathcona Heights School (1920)	—
Renfrew School	1928–present	—	—
Seaview School	1932–1935	Kitsilano Public School (1906)	Fairview High School of Commerce Annex (1935)
Shaughnessy Elementary School	1960–present	Prince of Wales School (1920)	—
Shaughnessy School	1911–1923	District Lot 472 School (1908)	Renamed Prince of Wales Annex (1923) and Oak Street School (1925)
Simon Fraser School #1 (Vancouver)	1909–present	—	—
Simon Fraser School #2 (South Vancouver)	1925–1928	North Arm School (1886)	Captain James Cook School (1928)
Sir Alexander Mackenzie School	1911–present	Sir James Douglas School (1911)	—
Sir Charles Kingsford-Smith Elementary School	1955–present	—	—
Sir Charles Tupper Secondary School	1959–present	—	—
Sir Guy Carleton School	1911–present	Collingwood Heights School (1908)	—

School Name	Years Open	Previous name	Renamed
Sir James Douglas School	1911–1911	South Hill School (1905)	Sir Alexander Mackenzie (1911)
Sir James Douglas School	1928–present	Laura Secord School (1912)	—
Sir Sandford Fleming School	1928–present	Gordon School (1921)	—
Sir John Franklin School	1912–present	Block 44 School (1911)	—
Sir Matthew Begbie School	1930–2022	—	wak*añas ta syaq*am (2022)
Sir Richard McBride School	1912–present	—	—
Sir Wilfred Grenfell School	1921–1929	—	—
Sir Wilfred Grenfell Elementary School	1955–present	Connaught School (1913) and Norquay Annex (1928)	—
Sir Wilfrid Laurier Elementary School	1952–present	—	—
Sir William Macdonald School	1906–2017	Cedar Cove School (1905)	xpeý Elementary (2017)
Sir William Osler Elementary School	1954–present	Maple Grove Annex (1949)	—
Sir William Van Horne School	1912–present	—	—
Sir Winston Churchill Secondary School	1956–present	—	—
South Hill School	1905–1911	—	Sir James Douglas (1911)
Southlands Elementary School	1952–present	—	—
South Vancouver High School	1912–1921	—	Gordon School (1921)
South Vancouver School	1894–1904	—	Cedar Cottage School (1904)
Strathcona Heights School	1920–1926	—	Quilichena School (1926)
Tecumseh School	1911–present	Wilson Road School (1910)	—
Templeton Junior High School	1927–1965	—	Templeton Secondary School (1965)
Templeton Secondary School	1965–present	Templeton Junior High School (1927)	—
Thunderbird ɬx*ax*aʔas Elementary School	1970–present	Sir Matthew Begbie Annex (1946)	Added ɬx*ax*aʔas (2017)
Trafalgar Elementary School	1952–present	—	—
Tyee Elementary School	1973–present	—	—
University Hill School	1927–present	—	—

School Name	Years Open	Previous name	Renamed
University Hill Secondary School	1953–present	—	—
Vancouver High School	1892–1909	—	King Edward High School (1909)
Vancouver School of Art	1933–1965	Vancouver School of Decorative and Applied Arts (1925)	—
Vancouver School of Decorative and Applied Arts	1925–1933	—	Vancouver School of Art (1933)
Vancouver Technical High School	1928–present	—	—
Walter Moberly School	1911–present	North Arm School (1886)	—
Waverley Elementary School	1966–present	—	—
wak*ahās tō syaq*am Elementary School	2022–present	Sir Matthew Begbie School (1930)	—
West End School (aka Burrard Street School)	1892–1900	—	Dawson School (1900)
Westminster Ave School	1906–1908	West Vancouver School (1900)	Mountain View School (1908)
West Point Grey School	1909–1915	—	Queen Mary School (1915)
West School	1888–1892, 1897	—	Dawson Primary (1897)
West Vancouver School	1900–1906	—	Westminster Ave School (1906)
Wilson Road School	1910–1911	—	Tecumseh School (1911)
Windermere Secondary School	1961–present	—	—
Woodland School	1932–1954	Grandview School (1905)	Grandview School (1954)
xpeý Elementary School	2017–present	Sir William Macdonald School (1906)	—