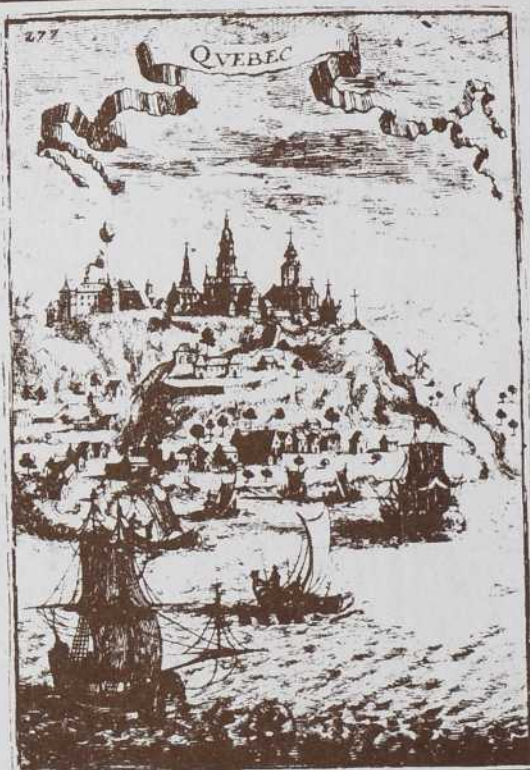


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Manual
respecting the
Course of Study
in the
Protestant
Elementary Schools
of the
Province of Quebec



For the use of Teachers, Inspectors,
and School Officials



Department of Public Instruction,
Quebec

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I. MISCELLANEOUS

PURPOSE

The purpose of this suggestive outline is to provide a guide for the teachers, and to unify and harmonize the work of teaching in the Protestant elementary schools of the Province. This outline is based closely upon the Course of Study and is intended to expand and explain parts of the Course by a definite enumeration of what is required to be taught, and by offering suggestions as to the best methods of doing the work. The work indicated on the Course of Study and in these Memoranda must be considered as the *minimum* for each grade. To secure the best results the teacher must enlarge and enrich this Course of Study by material drawn from sources other than the text-books. In this connection the books authorized for "Supplementary Reading" will be found to be of great value.

COURSE OF STUDY

The Course of Study is arranged in four Classes which should furnish the pupil of average ability with sufficient work for seven years; viz, Class I. should take two years, Class II. one year, and Classes III. and IV. two years each. Pupils who have done the work of Class IV. thoroughly will be able to enter Grade VIII. of a Superior School; but it has not been the intention to make a "Course" whose chief aim is to prepare pupils for that grade. While it is desirable that every child should have the opportunity of continuing his studies in a superior school, and should be encouraged to do so, the fact remains that circumstances at present prevent the majority of the pupils in rural elementary schools from attending a superior school. The needs of these pupils, as well as of those more fortunately situated, have been kept constantly in mind while preparing this Course of Study for the Rural Elementary Schools of the Province.

COMBINATIONS

Class I. will have to be divided into two groups for much of their work; Classes III. and IV. into two groups each for some of their work, particularly Arithmetic and Reading.

On the other hand, in a school where all the classes are pre-

sent and all years represented, many combinations of classes may wisely be made which will not only save time but will render the work more interesting and effective because of the larger number of children participating in the exercises. These combinations can be definitely determined only by local conditions, but the following are suggested as being in general both practical and desirable:

(1) The whole school may be combined for Singing, Physical Exercises, Writing and Drawing, (in the last two subjects, the teacher instructs one class while the others are practicing, and goes from one class to another according to need).

(2) Classes I. and II. may be combined for Moral and Religious Instruction, Health Lessons (Hygiene), and Mental Arithmetic.

(3) Classes I., II., and III. may be combined for Nature Study Lessons.

(4) Classes II., III., and IV. may be combined for much of the conversational work in French.

(5) Classes III. and IV. may be combined for Moral and Religious Instruction, Hygiene, Mental Arithmetic, and review lessons in Arithmetic, Spelling, and the study of the Western Hemisphere in Geography.

(6) Some subjects are so extensive and important that they must be taught daily, while others may be taken on alternate days:—

(a) Those that require daily attention are Moral and Religious Instruction, Reading, Spelling, Dictation, Arithmetic, Exercises in English, Exercises in French, Singing, and Physical Exercises.

(b) Those that may be taken on alternate days if time will not permit of their being taken every day are: Geography and History, Writing and Drawing, Grammar and Composition, Hygiene and Agriculture or Nature Study.

(7) Other suggestions in regard to combinations will be found under the different subjects of the Course of Study.

TIME-TABLE

The Regulations require, and the work demands, that each teacher prepare for her own guidance and that of her pupils a carefully planned time-table. In arranging this time-table the following points should be remembered.

(1) That the receptive attention of an average class of elementary pupils is exhausted in *fifteen to twenty minutes*. For little children the lesson periods should be short and frequent; for older pupils they should be longer.

(2) That no subject should receive less attention than *two lessons each week*.

(3) That Reading, Spelling, Arithmetic, English Exercises, French, Singing, and Physical Drill, should be taken *every day*; and that in Class I. Reading and Spelling should be taken *at least twice every day*.

(4) That, as a rule, it will work well and cover the Course of Study, to alternate the following *pairs* of subjects: Geography and History; Writing and Drawing; Grammar and Composition; Agriculture or Nature Study and Hygiene. Or Agriculture may be taken in the *autumn* and *spring*, and Hygiene in the *winter* months.

(5) That the most difficult subjects should be taught in the *forenoon* when children are brightest and most receptive.

(6) That you should not encumber your time-table with details which tend to confuse.

(7) That you should revise your time-table from time to time, as required by the progress of your work, so that the proficiency of your class in all subjects may be equal.

(8) Remember that your time-table should be *framed, covered with glass*, and kept always in view.

A sample time-table will be found at the end of this Manual which is intended to serve as a guide for young teachers. It may easily be modified to suit local conditions.

CLASS DRILL

(1) Physical exercises form a part of the Course of Study and should be carried out by the teachers and pupils with zest, precision and enthusiasm. The system of physical exercises to be used is that contained in the "Syllabus of Physical Training for Schools, 1919" issued by the "Strathcona Trust", and furnished free to every school. Full information as to the purpose of these "exercises", the proper method of taking them, etc., etc., is contained in the excellent introductory chapter, which each teacher is recommended to study carefully.

(2) These exercises should be used to relieve the pupils at various times during the school hours, as well as for the purpose of physical drill. If the atmosphere be exhausted, and the pupils consequently restless and indifferent, have them devote a few minutes to brisk physical drill, while you ventilate your class room.

(3) In addition to such irregular use, these exercises ought to have a place on the time-table and be taken regularly. A few minutes will suffice.

EXAMINATIONS

An examination should be used as an important means of education, not as a mere test to determine what pupils are ready for promotion. The purpose is at least three fold: (1) It gives an opportunity and imposes upon the pupils the necessity of reviewing the work already done. (2) It provides excellent practice in arranging logically and expressing clearly the information, more or less disconnected, which they have in regard to the subject under examination. It is, consequently, a valuable training in English composition. (3) It indicates to both teacher and pupil what parts of the work have been mastered, and what parts require further attention.

Written examinations should be held at regular intervals during the session. Certain seasons, such as just before the closing of the school for the Christmas, Easter, or summer vacations, may be selected for formal examinations in all subjects. Better educational results are likely to be secured, however, by holding an examination in one subject every Friday morning, after the school has been in operation about four weeks, and thus covering the range of subjects two or three times during the year. To prevent the neglect of other subjects while preparing for the weekly examination, and to inculcate the habit of general systematic review, it has been found advisable not to announce the subject of the next examination beforehand; or, at least, not until the school is about to be dismissed on the previous evening.

Great care should be taken to see that the questions asked are not ambiguous and that they cover fairly the work already done. "Catch questions" have no place on a good examination paper. The educational value of examinations is largely dependent upon the use which the teacher makes of the written answers of the pupils. These should be carefully and closely marked in respect to the correctness of the facts given and of the language employed, and the marks of every examination should be entered in the Permanent Record. All errors should be clearly marked. The examination questions should constitute the lesson in that subject for a subsequent day, and then the errors in the written answers should be pointed out and the papers discussed so that each child may know what was required to form perfect answers. The papers should then be returned to the pupils and they should be required to correct their mistakes and submit their corrections to the teacher for approval. In other words, the papers should be treated as an exercise in composition as well as a test of knowledge.

No school exercise furnishes a better opportunity for the development of honesty, self reliance and independence. The

teacher must exercise such supervision as will guarantee that the work presented by the pupils is their own, and in valuing the answers she must give such marks only as they merit.

It may not be amiss to remind teachers that the June examination papers for Superior Schools cannot be sent to an Elementary School until after the completion of these examinations in the Superior Schools, and that a pupil who has been attending an Elementary School has not the right to go to a Superior School for the purpose of taking these examinations, unless he does so, by arrangement with the Principal, for the purpose of qualifying for admission to that school in the following September.

THE PERMANENT RECORD

The Permanent Record has been designed for the purpose of recording in definite and convenient form the results of the school examinations from year to year. Such information will be of great value to teachers in grading their schools, and will help to interest the pupils and thus secure better school work during the course.

Full instructions for keeping the Record are given on the inside of the cover. There is an error, however, in the directions given under No. 2, and these should not be followed. To get the *average percentage* it is necessary to add the marks taken in the examinations newly entered to the *grand total* of marks, and divide by the *total number* of examinations.

SPECIMENS

Specimens of school work are no longer required by the Department of Public Instruction. Teachers are advised, however, to preserve for exhibition samples of the best work of their pupils as an incentive to greater care and neatness.

The 10 marks indicated on the Inspector's Report for "Specimens" will hereafter be given for neatness of copy books, drawing books, and exercise books. Consequently all such books should be retained in the school until after the Inspector's second visit.

TEACHERS' CONFERENCES

Every teacher is required by law to attend the regular annual conference held each autumn by the inspector in whose district she teaches. Notice of such conference is given by the inspector who pays, on behalf of the Department of Public Instruction, the travelling expenses of each teacher in attendance.

These meetings should be held in September and October, a few weeks after the schools have opened. They are for the purpose of considering difficulties, arranging the year's work and giving instruction in the best methods of teaching each subject.

Teachers should go to these meetings with note book and pencil, and make use of all valuable suggestions, whether given by the inspector or by fellow teachers in the discussion of the topics submitted.

Unless valid reasons can be given, absence from the annual conference should exclude a teacher from a bonus standing and a certificate for that year. Teachers must not confuse attendance at these conferences, which is obligatory, with attendance at the annual convention of the Protestant Teachers Association.

INSPECTION

In order that the inspector may be able to secure the necessary statistics without waste of time and examine the classes thoroughly, the teacher should make preparation for his visit by attending to the following:

- (1) Take the ages of the pupils at the beginning of each term: i. e., September and January.
- (2) Enter the names of the boys and girls in *separate groups* in the Journal each month.
- (3) Find the average daily attendance for boys and girls separately at the end of each month.
- (4) Prepare the statistical sheet for the inspector as soon as the school has been fully organized each term.
- (5) Retain the copy books, drawing books and exercise books in the school for the inspector's examination. "Specimen" marks are given on the average made in these.
- (6) Frame your time-table, cover it with glass and expose it to view on the wall.
- (7) Notify the inspector if your school is about to close and he has not yet visited it.
- (8) Fill in carefully the abstract at the back of the Journal at the close of the school year.
- (9) Be free to help on the day of inspection, so that your school may gain as good a standing as possible.

BONUSES

(a) BONUSES FOR SUCCESSFUL TEACHING.

A sum of money is given each year by the government for the purpose of rewarding those teachers who have been eminently successful in the school work for the year.

These bonuses are awarded on the recommendation of the school inspector, whose report is based upon the following instructions; viz: that bonuses be granted:

- (1) Only to teachers who hold diplomas.
- (2) Only to teachers in rural schools.
- (3) Upon at least 80% of the following marks, as given by the inspector at his official visit:—

Progress.....	50	.....	Course of Study	5	.....	Conference.....	5	.....
Classification.	5	.....	Registers.....	5	.....	Specimens.....	10	.....
Discipline....	5	.....	Premises.....	5	.....	Total % for Bonus work.....	100	
Time-Table..	5	.....	Regulations....	5	.....			

(4) Unless valid reasons can be given, no teacher should be granted a bonus, who has not attended the annual teachers' conference, or who has no time-table.

(5) Teachers who receive a bonus one year are not eligible for a bonus the following year. They are, however, entitled to a certificate of *first class standing*, and may compete for a bonus in the second year.

(b) LENGTH OF SERVICE BONUSES:—

Length of Service Bonuses are paid by the government to those teachers in the Province who

(1) Have taught for ten, fifteen, or twenty years in the schools of the Province. For this purpose the year, or years, spent in taking their professional training are counted as years of teaching.

(2) Hold a diploma and are in active service in schools under the control of a public school board at the time of application for a bonus.

(3) Fill up and send to the Superintendent, before the first of July each year, the proper Length of Service Form, establishing their claim to a bonus.

These Length of Service Forms may be had upon application to the Superintendent; or from the inspector for the district at the time of his visit, if he is notified beforehand by the teacher.

(c) BONUSES FOR PROGRESSIVE MUNICIPALITIES.

The government pays bonuses of \$60., \$50., \$40., \$35., and \$30, on the recommendation of the inspector, to the five municipalities of each inspectorate that have made the greatest

progress during the year in the following respects: (1) State of schoolhouses, out-houses and grounds. (2) State of school furniture. (3) Progress of pupils. (4) Salaries of teachers. (5) Observation of the School Law and Regulations, with special reference to Article 134 of the Regulations of the Protestant Committee.

Any municipality participating three years in succession in any one of these bonuses shall not be recommended again until three years have elapsed.

These bonuses must not be used in any way to lessen taxation, but shall be expended, after consultation with the inspector, upon one or more of the following objects: (a) The purchase of modern or better school furniture. (b) The improvement or adornment of the school grounds. (c) The school garden. (d) The purchase of books for the school library, for the use of the teachers or pupils, or both. (e) The purchase of apparatus and charts for the teaching of Nature Study, Agriculture and Geography. (f) The purchase of charts for the teaching of Oral French.

(d) NORMAL SCHOOL BURSARIES.

To assist in defraying the expenses of teachers in training, the Protestant Committee of the Council of Public Instruction gives a bursary to each such teacher who, before entering the School for Teachers, signs an agreement to teach for three years in the rural schools of the Province. The amount of the bursary, subject to change, is \$100. to those who take the nine months' course leading to the Intermediate Diploma, and \$50. to those who take the four months' course leading to an Elementary Diploma. These bursaries are forfeited by failure to obtain a diploma at the end of the course of training.

Teachers who did not sign the agreement above referred to, and consequently did not receive a bursary while in attendance at the School for Teachers may, nevertheless, receive it, if they teach in rural schools after graduation. In this case the bursary is paid in instalments after one, two, or three years of service. Forms of application for these Deferred Bursaries may be obtained from the Superintendent on application.

STRATHCONA TRUST PRIZES AND CERTIFICATES

By arrangement with the Department of Public Instruction, the Provincial Committee of the Strathcona Trust gives, every year, on the recommendation of the inspector, a certain number of prizes in books to the schools of each inspectorate that have made the most creditable showing in their Physical Exercises.

These books are the property of the school and form a part of the School Library. Each contains an appropriate label, giving the name of the teacher in charge of the school when the prize was won. To the teacher is awarded a Special Certificate which shows that a Stratheona Trust Prize was won by a school under her direction.

SCHOOL LIBRARY

For the purpose of establishing a *reference library* in each school a supply of books is sent out from time to time by the Department. These books must in no case be taken from the school premises and should be used only by permission of the teacher. The *supplementary readers* should never be used as text-books by any pupil, under any pretext whatever. The teacher is responsible for the proper care of the library books and is liable for damages that may accrue, through her failure to observe the regulations. It is the inspector's duty to insist on the proper care of these books and to make his *notes on regulations* accordingly.

The library is a most important part of the school equipment, and the use made of it by the pupils is a very safe criterion for judging of the success of the teacher. It is one of the great aims of the successful teacher to inculcate in her pupils a taste for good literature, and this can be done only by encouraging them to read good books, such as ought to be found in every school library. Many means to this end will suggest themselves to the competent teacher, such as permitting pupils whose lessons have been well prepared to go to some part of the class room, set apart for that purpose, and there read the library books during school hours. The privilege of reading these books may be made the reward for well prepared home work, good conduct, attentiveness during recitations, etc., etc.

The Protellant Committee has prepared a carefully selected list of supplementary readings. These will be found most helpful in the general work of the school. The teacher should try to have these books placed in the school library as soon as possible, by the school board, the generosity of intelligent citizens, school concerts, or otherwise.

NOTA BENE

(1) While no teacher is required to do any work to keep the school premises clean and in order, it is expected that each teacher will use her influence to secure clean floors, a polished stove, attractive walls, orderly grounds and tidiness in all respects.

(2) Look carefully after your ventilation; consider your methods; revise your time-table; know your pupils and be kindly disposed to all.

(3) Try to interest the parents by:

(a) A visiting day.

(b) Public examinations.

(c) Closing exercises.

(d) School concerts.

(e) Respectfully urging the needs of your school.

II. SUBJECTS (In order of Course of Study.)

MORAL AND RELIGIOUS INSTRUCTION

I.—OPENING EXERCISES:—The school is to be opened every day with the reading of an appropriate passage of Scripture, the singing of a hymn, and the repetition of The Lord's Prayer. The value of these exercises will largely depend upon the attitude of the teacher, and the consequent attitude of the pupils. The spirit pervading the school during this exercise should be one of reverence, earnestness, and devotion. It were better to omit the exercises altogether than to conduct them in a hasty, perfunctory manner.

II.—COURSE OF STUDY;—Lessons on Godliness, Truthfulness, Honour, Respect for Others, Good Manners, Temperance, Health, Kindness to Animals, etc. and a series of lessons from the Scriptures of the Old and New Testaments.

For the purpose of teaching the Scripture the whole school is to be divided into two groups, Classes I and II forming one class for this subject, and Classes III and IV another. The work of the course has been arranged in four divisions, two junior and two senior. The junior divisions, A and B, are to be taken by Classes I and II together in alternate years, and likewise the senior divisions, C and D, by classes III and IV. Thus the whole work of the course will be thoroughly done during the seven years that the children are at school, but the teacher will have only two classes in this subject each year.

III.—OBJECT:—The development of character.

The highest function of the school is the development of character along right lines. The school *does not* exist to make historians, geographers, arithmeticians, or grammarians; it *does exist* to produce good citizens, intelligent and well informed, broad in their sympathies and outlook, respecting the rights and opinions of others while courageously defending their own, kind to the weak, considerate of all, and strictly honest and honourable in the discharge of their civil and social duties. History, geography, arithmetic and grammar are amongst the means used to produce such citizens and *are not themselves an end*. Character is not formed in a day: it is the result of a slow growth, and the teacher must, through the discipline of the subjects on the school curriculum and the various school

exercises and activities, *help* her pupils to form right habits of thought and action. Pupils must be led to see that bad language, unkind acts and untruthful statements, are unmanly and injure those who indulge in these vices; whereas, those who are honest, generous, and clean, in thought, word and action, not only win the esteem of their fellows, but they have an inward satisfaction that makes for the greatest happiness. In the end, consideration for others always brings happiness; selfishness, misery. The true teacher, without seeming to "preach" to her pupils, will use every influence at her command to bring these truths home to their hearts; and every lesson, and every school exercise, will be made to contribute, directly or indirectly, to this end.

IV.—METHOD:—Moral training should be conducted on the same general principles as physical or intellectual training. Merely to tell a child what is right and what is wrong is not sufficient. It is the teacher's first duty to give the pupils clear and definite conceptions of what is right in their various relations in the school room and out of it; but she must also insist on strict adherence to what is right, and assist her pupils to form the habit of doing that from a proper motive. Bad habits must be checked, and mutual good will and forbearance encouraged. When you have succeeded in developing the *mass consciousness* of your school, so that the prevailing sentiment condemns the act of the wrongdoer, you have created a moral atmosphere whose influence for good over the lives of your pupils is incalculable.

In order to be effective, moral training must be carried on day by day incidentally with all school subjects and exercises. The incidental moral influences which emanate from a well-conducted lesson in geography, history, literature, or any other ordinary subject of the curriculum are no less potent than those which come from the period especially devoted to the Scripture lesson.

Teachers should let slip no opportunity that presents itself of leading children to act in the right way from right motives: and above all, they must not injure these children by acting as *consciences* for them. It is the teacher's duty to give the pupils such instruction as may enable them to distinguish between right and wrong lines of conduct, to hold up before them high ideals and to show them the consequence of being recreant to these ideals, to encourage and assist them in doing right and in forming habits of correct moral conduct, and to correct their errors with loving patience; but it is not her duty at all times and on every occasion to point out the right and to restrain them from going wrong. The responsibility of decision must rest on them, and the consequences of that deci-

sion must be borne by them. Teach them to depend upon themselves, and strive to inculcate in them a desire to decide questions of right and wrong on their merits and to act in accordance with these decisions. To achieve a fair success, there must be faithful work and vigilant supervision on the part of the teacher. The reading lessons, literature selections, nature study, history and geography, as well as the Scripture lessons, furnish abundant opportunities to train pupils morally.

V.—MATERIAL:—For moral and religious development, and for training for citizenship, the best storehouse of educative matter is the Bible. Bible stories, especially valuable for ethical teaching, are an educational force which must not be overlooked, and the teacher who keeps in view the character and limitations of the minds of her pupils will select with discretion passages that will best attain the end in view.

Most of the lessons in the Readers, and all of the literary selections, contain at least one beautiful thought that should be impressed upon the minds and hearts of the learners.

In the senior classes the study of History will be of the greatest assistance to the teacher from the fact that it is a story of national development and, therefore, a study of life and character. Pupils may be taught to mark the errors and to note the excellent traits of character in the men and women whose lives are depicted in history, to realize that every national sin has a consequent punishment, and that no great question has ever been settled finally, until it was settled right. In studying the lives of great men and women dwell largely upon their honesty, gentleness, manliness, generosity, and their nobility and dignity of character.

The bodily posture of pupils has a reflex influence on their morals. A slouching gait, a downcast look, and a negligent attitude while sitting or standing, is not typical of high moral character. Train your pupils to hold themselves erect, to be alert and active in responding to signals, and to hold their heads up when addressing you. Do not neglect daily physical exercises in your school.

Teachers who maintain a proper oversight on the play ground and occasionally, at least, superintend the games have an opportunity to promote manliness of character, love of fair play, respect for the rights of others, forbearance and self-control, that is not offered to the same extent by the exercises of the school room.

VI.—Lessons forming the Course of Study in SCRIPTURE.

Course of Study in Scripture for Elementary Schools

CLASSES I. AND II—COURSE A

(To be taken in 1923-'24, and thereafter in alternate years with Course B.)

OLD TESTAMENT.

Creation, Gen. 1: 1-2: 3.
Eden-Temptation and Fall, Gen. 2:
Cain and Abel, Gen. 4: 1-15.
The Flood, Gen. 6: to 8:
Tower of Babel, Gen. 11: 1-9.
Call of Abraham, Gen. 11: 31-12: 9.
Abraham's Name Changed, Gen. 17: 1-9.
Abraham Seeking a Wife for Isaac, Gen. 24.
Jacob and Esau at Home, Gen. 25: 27-34: 27.
Jacob's Ladder, Gen. 28: 10-22.
Jacob and Laban, Gen. 29: 1-30.
Jacob's Name Changed, Gen. 32: 24-32.
A Favourite Son and his Dreams, Gen. 37: 1-11.
Joseph Sold into Egypt, Gen. 37: 12-36.
Joseph Interprets Pharoah's Dreams, Gen. 41: 1-44.
Joseph's Brethren Coming for Corn, Gen. 42: and 43.
Joseph Sends for his Father, Gen. 45.

NEW TESTAMENT.

The baby Jesus, Luke 2: 1-20.
The visit of the Magi, Matt. 2: 1-12.
Escape from Danger, Matt. 2: 13-23.
The Boy Jesus in the Temple and at Home, Luke 2: 40-52.
Baptism of Jesus, Matt. 3: 13-17.
Temptation of Jesus, Luke 4: 1-13; Matt. 4: 1-11; Mark 1: 12, 13.
Jesus' Love for Little Children, Mark 10: 13-16.
How a Boy Helped Jesus, John 6: 1-13.
Jesus Calm a Storm, Mark 4: 35-41; Matt. 8: 23-27; Luke 8: 22-25.
Raising of Jairus' Daughter, Luke 8: 40-42; 49-56; Mark 5: 21-24; 35-43.
Four Friends Helping a Sick Man, Mark 2: 1-13; Matt. 9: 2-8; Luke 5: 17-26.

MEMORY WORK.

Gen. 1: 1; Ecc. 3; 11a; James 1: 17a; Jno. 3: 16; Mark 10: 14b; Ps. 4: 8; Matt. 5: 8; 6: 9-13; Romans 12: 20, 21.

(NOTE:—"a" denotes the first sentence of the verse, "b" the second sentence.)

CLASSES I AND II—COURSE B.

To be taken in 1924-'25, and thereafter in alternate years with Course A.)

OLD TESTAMENT.

Story of the Baby Moses, Ex. 2: 1-10.
Moses Kills an Egyptian and Flees, Ex. 2: 11-22
The Burning Bush, Ex. 3: 1-16.
Moses and Aaron Before Pharaoh, Ex. 5: and 7: 1-13.
The Passover, Ex. 12.
Crossing the Red Sea, Ex. 14.
Water, Quails and Manna, Ex. 15: 23-26, and 16:
Moses Smiting the Rock, Ex. 17: 1-7.
Giving the Ten Commandments, Ex. 19: 20-25.
The Golden Calf, Ex. 32: 1-20.
The Tabernacle—What it was For and What it was Like.
The Two Brave Spies, Num. 13: and 14:
Forty Years of Wandering, Num. 14: 26-45.
Fiery Serpents, Num. 21: 5-11.
Moses' Death, Deut. 34:

NEW TESTAMENT.

Story of the Good Samaritan, Luke 10: 25-37.
Story of the Lost Sheep, Luke 15: 3-7.
Story of the Prodigal Son, Luke 15: 11-32.
Story about Forgiving, Matt. 18: 21-35.
Story of a Rich Fool, Luke 12: 13-32.
The Last Supper, Luke 22: 14-34, and other Gospels.
Jesus Dying and Living Again, Luke 23: 13 to 24: 12, and other Gospels.
The Risen Christ on the Seashore, John 21: 1-14.
Jesus Going to the Heavenly Home, Matt. 28: 16-20;
Luke 24: 50-53; Acts 1: 9.

MEMORY WORK.

Ex. 20: 7, 8, 12; Ps. 24: 1; 143: 10a; Prov. 14: 34; Matt. 5: 3, 4, 5, 6, 7, 9; Matt. 7: 12; Ps. 23.

(NOTE:—"a" denotes the first sentence of the verse.)

CLASSES III AND IV—COURSE C.

(To be taken in 1923-'24, and thereafter in alternate years with Course D.

OLD TESTAMENT.

Joshua Appointed Leader of Israel, Josh 1: 1-9.
Crossing the Jordan, Josh. 3:
Fall of Jericho, Josh. 6:
The Tricky Gibeonites, Josh. 9:
Joshua's Last Address, Josh. 24:
Deborah and Barak Defeat Sisera, Judges 4: 1 to 5: 31.
The Call of Gideon, Judges 6: 1-40.
Gideon's Victory, Judges 7: 1-25.
Death of Samson, Judges 16: 4-31.
Ruth and Naomi, Ruth, 1:
The Boy Samuel, 1 Sam, 3:
Saul Chosen King, 1 Sam. 9: 1 to 10: 1.
Saul Losing a Kingdom, 1 Sam. 15: 10-31.
The Shepherd Boy, 1 Sam. 16: 1-13.
David and Goliath, 1 Sam. 17:
Friendship of David and Jonathan, 1 Sam. 18: 1-16; 19: 1-7; 20.
David and Saul in the Cave, 1 Sam. 24.
David and the Sleeping King, 1 Sam. 26:
Death of Saul and Jonathan, 1 Sam. 31.
David Made King, Choosing a Capital and Building a House, 2 Sam. 5:
David and the Sleeping King, 1 Sam. 26:
Death of Saul and Jonathan, 1 Sam. 31:
David Made King, Choosing a Capital and Building a House, 2 Sam. 5:
David Brings up the Ark, 2 Sam. 6: 1-15.
Absalom the Traitor, 2 Sam. 15: 1-6; 13-15; 18: 9-16; 31-33.
David Makes Solomon King, 1 Kings 1: 5-10, 32-53; 2: 1-4.
Solomon's Wise Choice, 1 Kings 3: 4-13.
Solomon Build the Temple, 1 Kings 5: 1-14.

NEW TESTAMENT.

- The Home Life into which Jesus Came, Luke 1: 26-38;
2: 1-24; Matt. 1: 15.
The National Life into which Jesus Came, Luke 1: 67-79;
2: 25-39.
Jesus in the Temple and Workshop, Luke 2: 41-52; Mark
6: 1-5.
Jno. 1: 19-28; Mat. 11: 7-13.
Jesus' Vision of His Life's Work, Matt. 3: 13-17; Mark
1: 9-11; Luke 3: 21-23.
Jesus Meeting Temptation, Matt. 4: 1-11; Mark 1: 12, 13.
Jesus Seeking Comrades, John 1: 35-51; Matt. 4: 12-20;
9: 9.
Jesus in Social Life, John 2: 1-12.
Jesus Showing How to Keep the Sabbath, Mark 2: 23 to
3: 5; John 5: 1-17.
Jesus Forming a Band of Comrades, Luke 6: 12-49.
Jesus Sending out the Twelve, Matt. 9: 36 to 11: 1.
Jesus' Vision of His Death, Mark 8: 31 to 9: 13.
Jesus Betrayed, Denied, Condemned, Mark 14: 32-72;
15: 1-20; Luke 23: 1-12.
Jesus on the Cross, Luke 23: 26-56; Mark 15: 33-37, John
18: 25-30.
The Risen Christ, Matt. 28: John 20: and 21:

MEMORY WORK.

- Ex. 20: 3-17; Josh. 1: 9; 1 Cor. 16: 13; 1 Thess. 5: 21, 22;
Gal. 6: 7; Ps. 90: The Books of the New Testament
in Order.

CLASSES III. AND IV—COURSE D

(NOTE:—To be taken in 1924-'25, and thereafter in alternate years with Course C.)

OLD TESTAMENT.

- The Kingdom Divided. Why? 1 Kings 11: 1-13.
Rehoboam and Jeroboam, 1 Kings 12: 1-20.
King Ahab and the Prophet Elijah, 1 Kings 17: 1-24.
The Contest on Mount Carmel, 1 Kings 18: 1-39.
Elijah at Horeb, 1 Kings 19: 1-16.
Call of Elisha, 1 Kings 19: 17-21.
One Prophet Against Four Hundred, 1 Kings 22: 1-18,
24-37.

Elijah's Last Day with Elisha, 2 Kings 2: 8-17
Elisha and Naaman, 2 Kings 5:
Downfall of the Kingdom of Israel, 2 Kings 17: 1-15
Josiah Walks in David's Ways, 2 Kings 22: 1 to 23: 2
Jerusalem taken by Nebuchadnezzar, 2 Kings 25: 1-15
Daniel's Courage, Dan. 1: 1-21.
Hebrew Children in the Fiery Furnace, Dan. 3:
Handwriting on the Wall, Dan. 5:
Daniel in the Den of Lions, Dan. 6:
The Return from Exile, Ezra 1: 1-11.
Nehemiah Visits Jerusalem, Neh. 1: to 2: 16.
Nehemiah Builds the Wall, Neh. 4: 6: 15-16; 12: 27-43.

NEW TESTAMENT.

The Apostles in Jerusalem, Acts 1:
Power Through the Holy Spirit, Acts 2: 1-47.
Peter and John Heal a Lame Man, Acts 3: 1-16.
Foes of the Church, Acts 5: 1-42.
Martyrdom of Stephen, Acts 6: 1-15; 7: 51 to 8: 4.
Philip, the First Christian Missionary, Acts 8: 26-40; 21:
8, 9.
Conversion of Saul, Acts 9: 1-31.
Peter's Visit to Cornelius, Acts 10: 1-48.
The Release of Peter and James, Acts 12: 1-24.
How Paul became a Missionary, Acts 11: 19-26; 13: 1-3; 14:
How Paul Decided to Take the Gospel to Europe, Acts
16: 6-15.
Paul Arrested at Jerusalem, Acts 21: 17-40; 22: to 23: 11.
Paul Shipwrecked, Acts 25: 1-12; 27: 1-44; 2 Cor. 11: 25.
Paul at Rome, Acts 28: 1-30.

MEMORY WORK.

Ps. 1: Matt. 6: 19-24; 7: 1-5; 11: 28, 29, 30; 1 Cor. 13: The
Books of the Old Testament in Order.

TEMPERANCE AND HEALTH

LESSONS.—CLEANLINESS of person, of mind and heart, of
speech.

Pupils should be instructed in the laws of health and trained
in habits of neatness and personal cleanliness which have a
bearing on health and character and thus claim the attention of
the teacher. Continual watchfulness is necessary. Pupils having
dirty faces, hands and finger nails, should not be allowed to
mingle with those who are clean, neat and tidy. Each school

should be provided with a basin, towels, soap, and a strong metal comb for the use of all offenders against the laws of personal cleanliness. Pupils should not be allowed to deface the desks, to shake the ink off their pens upon the desks or to throw pieces of waste paper on the floor. The certainty of a penalty attached will soon reduce these objectionable habits which are too common in many schools.

TEMPERANCE.—The meaning of Temperance in its broader signification.

HABIT.—What it means; kinds of habits; when and how most easily formed; the value of good habits; the slavery of evil habits.

THE DRINK HABIT.—Alcohol: The injurious effects upon the human system caused by its use. The misery entailed upon humanity as a result of the drinking habit. The only safe course to follow: "Touch not, taste not."

THE TOBACCO HABIT.—Tobacco: Its effects upon the organs of the human body. Injurious effects of cigarette smoking. Teach the importance of temperance in all things.

HYGIENE.—Pupils should be taught the value of pure air, sunshine, light, ventilation, drainage, the benefits of sleep, exercise, and the simple remedies to be applied in case of accident.

Teach Seniors outlines and of skeleton, muscles, nerve, skin, and a general description of the organs of circulation, respiration and digestion also the "five senses".

Then teach the laws that govern the health of each part.

Point out the evil effects of stimulants and narcotics applied to the growing tissue of the human body.

TEXT'BOOK.—The authorized text-book is "How to be Healthy", published by The W. J. Gage & Co., Ltd.

The lessons with the junior classes should be entirely oral, and in these classes the text-book is for the guidance and assistance of the teacher only. The pupils of Class IV., however, are required to supply themselves with the text-book and to review carefully therefrom the work that has been taken orally in the preceding grades.

For this purpose pages 1 to 123 are to form the course of study for Classes III and IV in 1923-24 and thereafter in alternate years; pages 124 to 242 form the course of study for these classes in 1924-25 and thereafter in alternate years. Lessons selected from the whole book are to be used on Classes I and II.

READING

The phonic method begins with letter sounds obtained by oral analysis of familiar words or by imitation of the sounds given by the teacher. Combinations of these give the pronunciation and secure word recognition and clear enunciation.

In the word method, words are recognized as a whole and grouped into sentences; thus reading is introduced early.

In the sentence method, sentences are used as a whole first and afterwards analyzed into words.

But all of these must be combined at an early stage.

The order of teaching the letters is given in the Primer.

Letter sounds should be taught by telling a simple story containing the sound. For instance, in teaching the sound "s", begin by telling a story of two children going through a wood and meeting a snake which hissed and said "s". Ask the children to repeat this sound till they can do so directly. Then write the letter on the board, saying, "Now watch the chalk say "s". Then write it again and again in white and colored chalks, and big and little letters, till the idea of its shape is fixed. Then ask them to trace the letter with their fingers in the air and allow some pupils to write it in chalk on the board. As a final application, allow them to write the new sound on paper and supervise carefully their method of writing. The interest of this lesson is increased by comparing the shape of the letter to the shape of the snake.

Names of letters can be taught later and, indeed, if the teacher speaks of the letter by its name, children learn the names incidentally and rapidly.

Consonants can be called brothers and vowels, little sisters.

For instance in teaching such words as hate, here, hide rode, cute. The last little sister does not speak, but makes the first little sister say her own name. This is the best way to teach long vowels. Comparison should be made with hat, her, hid, rod, cut.

Capitals are easily taught by calling them the letters in their Sunday dress, which they wear only on important occasions, e. g., at the beginning of a name or a sentence.

It is useful to write letters in script on cardboard squares 6" square for teaching and testing purposes and also for word building.

Teachers can be recommended to use the Manual on "Primary Reading", which can be procured from the Copp Clark Co., Toronto, Ontario, for 13 cents. This book contains all that a teacher needs in the way of hints and specimen lessons.

ORAL READING.—In reading lessons from the Readers, the

difficult words should be taught first. In fact, any difficulties of meaning or spelling or pronunciation should be cleared away before oral reading is attempted. Pupils might be encouraged to read silently and should ask to have their difficulties explained. The teacher should then ask the general substance of the stories to be given by the pupils in their own words.

Then, after the meaning is understood, oral reading can begin without stumbling and the sense can be appreciated by all.

Sight Reading, i. e. reading without previous study is interesting and helpful. For this purpose the new "*Supplementary Readers*" now in the schools are recommended. These books properly used will be found of great value in helping the teacher to maintain the class interest and cultivate a love for good literature. They must remain in the school and are not to be used as class text-books.

General Suggestions.—In all grades special attention should be given to secure:

- (a) Bright and pleasant *tone*.
- (b) Ready and fluent *expression*.
- (c) Accurate and distinct *pronunciation*.

To secure *tone* the teacher should read frequently for her pupils, so that they may imitate her inflection of voice.

To secure *expression* pupils require to become thoroughly acquainted with the words and forms to be recognized. Therefore, go slowly enough to enable the pupils to recognize each word readily. Give the pupils much practice in reading simple literature suited to child nature. Never let one pupil interrupt another, who reads, by calling out corrections. No expressive reading can be obtained in this way, nor by permitting each pupil to read only one sentence. Several sentences or a paragraph should be allowed to each.

To secure *pronunciation* remember, that it is acquired and will be exactly what the influences in operation produce. If the home and the school were careful in this respect, little trouble would arise, but unfortunately they are not careful and much remains for the teacher to do.

- (a) Be careful of your own vocabulary.
- (b) Look up all words you are not sure of.
- (c) Even simple words need attention, e. g. *often*, *arctic*, *with*, *height*, *length*, *carry*, *catch*, etc.
- (d) Teach the use of the new dictionary and how to distinguish the various pronunciations.

Teach the meaning of words and phrases *with special reference to their use in the lesson* in preference to technical definitions, that often fail to assist the pupil or make his lesson clear.

The *subject matter* of each reading must be carefully taught,

and, as much as possible, a brief explanatory statement or preface to each lesson should be given.

Explain carefully all phrases such as "*Sentinel Stars*," "*Flora's page*."

Make clear all references to politics, history, geography, commerce, literature, science, fiction.

CLASSIFICATION

Class I. will have to be divided into two, possibly into three, sections for reading, the more advanced section reading from The Royal Crown Readers, Book I, the others the Primers. The work of Primers I and II should be completed by the average pupil in one year of ten months, but children should not be promoted from one reading book to another until they have become proficient. Consequently, it may be necessary to have some pupils in each of the Primers at the same time, thus giving three sections. This is the stage at which the child should learn to produce correctly the elementary sounds of the language, and to interpret the symbols which represent these sounds without hesitation.

Class IV. will be divided into two sections for reading. The junior section will use Royal Crown Readers, Book IV, and the senior section Book V. There is no reason, however, why these two sections should not take the same selections of poetry for memory work. The junior pupils may copy the poems thus selected from Book V, and the senior pupils those selected from Book IV.

SPELLING AND DICTATION

PURPOSE:—To give the child tools wherewith to express his thoughts in writing.

Steps to attain this purpose:

- (a) Oral and written spelling of detached words.
- (b) Writing of words in sentences dictated by the teacher.
- (c) Writing of words in original sentences.

DETACHED WORDS:—Lessons should be short, lively and interesting. Four to six words are enough for a lesson in the junior classes. Teach the content and illustrate the use of the word before attempting to teach the spelling. In pronouncing the words the pupils should give strict attention to correct syllabication. Not until a word has been thus added to the child's vocabulary, should attention be directed to the

spelling. Spelling is learned primarily through the eye, secondarily through the ear. Endeavor to form an image of the word so clear that its reproduction will be automatic. Spelling should be taught both by oral and written exercises in all grades. Oral exercise gives practice and proficiency in *sound*, while written exercises give accuracy and assurance in *sight*. Teach the spelling of each unknown word occurring in the reading lesson, but be sure that there is sufficient drill on the short, familiar words in frequent use. Errors more frequently occur in the spelling of such words as, "till" and "until", "there" and "their", etc, than in the use of longer words, probably because the teacher considers them too simple to assign for study.

DICTATION EXERCISES:—Selections for dictation may be taken from the Class Readers, Literature Texts, or Supplementary Readers. Teach the content first, noting in this connection the punctuation and the reasons therefor. Occasionally dictation exercises should not be assigned beforehand, as this creates a tendency on the part of the pupils to memorize the position of the punctuation marks, without reasoning as to why they are so placed. All errors should be carefully explained and corrected.

ORIGINAL SENTENCES:—This part of the work should be correlated with the other work of the school and taken largely in connection with composition. During the preliminary talk on the subject, direct attention to new words and expressions.

GENERAL SUGGESTIONS:—Pupils should be encouraged to keep lists of words that they have misspelled, and the teacher should keep a list of the words that have been frequently misspelled by the school. Special and repeated attention should be given to these. Such lists will form excellent review exercises, much more valuable than any that are to be found in text books.

The Spelling book is introduced in Class III, and the following division of the work is suggested.

Class III (Senior)

Alexander's Speller, pp 1 to 24.

Class IV (Junior)

Alexander's Speller, pp 25 to 56.

Class IV. (Senior)

Alexander's Speller, pp 57 to 88.

ENGLISH GRAMMAR AND COMPOSITION

OBJECT.—To train the pupils to speak and write their mother tongue with ease and accuracy. To cultivate the power of observation, to awaken the imagination and to develop thought.

Note.—(a) "All education consists in the development of thought and expression."

(b) "The thought must precede the expression."

METHOD.—When a child, at seven years of age, enters an elementary school for the first time, he has thoughts and ideas, he has a slight knowledge of a wide range of subjects, he has a limited vocabulary which enables him to express, somewhat crudely, it may be, these thoughts and ideas. At this age, as a general rule, a child's knowledge is in excess of the power of expression. It is, therefore, the teacher's duty to supply the necessary conditions to ensure favourable growth upon the foundations already laid. *Viz:*

(a) To stimulate thought.

(b) To give extension and breadth to the child's vocabulary.

(c) To teach the child to arrange his ideas into connected sentences.

(d) To abolish the use of incorrect English from the school.

In order to accomplish these results the conditions must be favorable. You must secure the good will of the pupil in order to lead him into conversation and thus into forgetfulness of self and surroundings. If your manner is harsh and cold, fear and timidity will prevent the pupil from talking freely. In these conversations the subjects may be varied. Familiar objects, animals, plants, trees, incidents in the school-room, playground, observations on the way to school, from the farm, characters in a story, pictures, object lessons, short, interesting stories which may be reproduced orally by the pupils, subject matter of reading lesson—all may be used with good effect to develop the art of using words to express ideas.

It is the teacher's duty to guide the conversation, to encourage the backward, and to lead all to a better way of saying things. As soon as the pupils are able to read, have them tell in their own words the substance of the lesson, either at the close of the recitation or at the beginning of a new lesson. Question the pupils upon the important points in each lesson and train them to use complete statements when answering these questions. As soon as the pupils are able to write legibly have them copy words and sentences from their reading books or from the blackboard. Later, train them to reproduce in writing the statements given orally in connection with the subject matter of their lessons. All subjects and exercises on the Course of Study afford material for language lessons. Careful attention should be given to the language used by the pupil and every lesson should be planned to evolve thought. In order to extend a child's vocabulary, abundant opportunity must be given to practice. When a new word has been taught and its meaning thoroughly understood, encourage the pupils to

make use of it in making statements. To be able to use a word correctly in a sentence is the true test of knowledge of its meaning.

Faults in articulation should be corrected by training the pupil to place the vocal organs in the proper position. Faults in pronunciation and colloquial errors should be corrected by a repetition of the correct pronunciation of the word or phrase so used.

The teacher's articulation should be clear and distinct, and her language should be, at all times, a model which the pupils might profitably imitate.

CLASS I.

SCOPE:—Copying words and sentences. Oral and written reproduction. In addition to making sentences, the use of Capital Letters, the Interrogation Mark, Period, Exclamation and Quotation Marks should be taken up and explained.

CLASS II.

SCOPE:—Continue Sentence Drill. Begin analysis by dividing a Simple Sentence into its two parts, Subject and Predicate. From the sentence, children should learn what constitutes a Noun, Verb, Adjective and Adverb, and be able to pick them out. They should be given varied exercises on the use of *is* and *are*, *was* and *were*, *has* and *have*, *did* and *done*, *sit* and *set*, *lie* and *lay*, *saw* and *seen*.

Follow closely and thoroughly the lessons as contained in the authorized text-book, Renouf's Easy Exercises in English for Third Year Pupils.

CLASS III.

SCOPE:—Sentence Drill must continue to form an important part of the work in this Class. Oral and written reproduction of stories from literature, history, etc. should continue, and short original stories should be written on subjects in which the children are interested. Selections of good prose should be carefully studied as models for composition. Before leaving this Class, pupils should be able to analyze any Simple Sentence and they should know all the Parts of Speech. As a general rule the two divisions of this class can be taken together for composition work and analysis, though they must be taken separately for the formal work of Grammar which is as follows:

Junior Division.

Renouf's Easy Exercises in English for Fourth Year Pupils.

Senior Division.

Renouf's Easy Exercises in English for Fifth Year Pupils.

CLASS IV,

SCOPE—Review and continue the work of former Classes. Analysis of Sentences, Letter Writing. Study of models for composition. Oral and written reproduction, and original composition. Compositions, or other exercises, should not be accepted by the teacher until they have been neatly written in ink. After the errors have been marked, they should be discussed with the pupils in such a way that they will understand the nature of the errors and how to correct them. These exercises should then be returned to the pupils to be re-written and again submitted to the teacher. For the formal study of grammar it will be necessary to divide this Class into two sections, according as they have been one or more years in the Class. The following is the work from the text-book,

Junior Division,

Easy Exercises in English for Sixth Year.

Senior Division,

Easy Exercises in English for Seventh Year.

NOTE:—For the year 1923-24, both divisions of Class IV will use Lang's Introductory Grammar, the pupils having already purchased that text. The following is the work to be done:

Junior Division,

Lang's Introductory Grammar to page 100.

Senior Division,

Lang's Introductory Grammar, pp 92 to 137.

For the year 1924-25 the Senior Division will continue to use Lang's Grammar, pp 92 to 137; the Junior Division using Easy Exercises in English for Sixth Year Pupils.

ENGLISH LITERATURE

The course in English Literature extends throughout all Classes. In the lower classes the work prescribed is of a simple character, but it belongs, nevertheless, to the permanent literature of the world.

The chief object of the teacher, and more particularly in the lower classes, is to awaken an appreciation of literature, to stimulate the imagination, and to develop a love for what is beautiful, noble and true in the thoughts and expressions of the great writers and thinkers of the race. Exact facts about a selected piece, or about the author of it, are of less importance than arousing an interest in the story.

The following points should be kept in mind while teaching a class in literature:

(1) The lessons in literature should always be made a delight; never treated as a task.

(2) Give only enough explanation to enable the children to understand the story, or poem, and let the author speak for himself.

(3) Encourage the children to talk about it and to tell you what they see in it.

(4) Remember that the best literature is something to be *felt* and *enjoyed*, rather than to be *understood* and *explained*.

(5) Spend several days with a poem, bringing out its beauty and winning the pupils' appreciation, before you ask them to commit it to memory.

(6) Memorizing must not be made irksome. *Never* assign, a poem, or part of it, to be committed to memory until it has been well taught. It is better to wait until the pupils begin to ask for something to "get off by heart" than to impose a piece as a lesson.

(7) Have pupils look for the *finer sentiments* and *nobler thoughts* of a lesson, enter into its spirit and adopt its best expressions.

(8) Be *thorough* in all memory work, placing quality before quantity.

(9) Teach your pupils something of the leading authors and require them to make a list of their respective poems as they are studied.

(10) Remember that there is no subject more potent in forming the ideals, suggesting the ideas, and influencing the expression of your pupils, than the study of the works of the great masters of the language. Put your very best into the teaching of this subject.

DETAILS OF THE COURSE OF STUDY

CLASS I. (Junior),

The Golden Staircase, Pt I.

TO BE COMMITTED TO MEMORY:—

The North Wind doth Blow..... Primer I.

The Clouds..... " II.

The Land of Counterpane..... " II.

The Star..... Golden Staircase, Pt. I.

How Doth the Little Busy Bee " "

My Shadow..... " "

CLASS I, (Senior),

The Golden Staircase, Pt. II.

TO BE COMMITTED TO MEMORY:—

Little Star, So High, So High.....	Reader Bk. I
Good Night and Good Morning.....	“
A Child's Prayer.....	“
Wynken, Blynken and Nod. Golden Staircase	Pt. II.
The Coming of Spring.....	“ “
Snowdrops.....	“ “

CLASS II,

Grimm's Fairy Tales.

TO BE COMMITTED TO MEMORY:—

Climbing.....	Reader, Bk. II.
My Boat,.....	“
The Brown Thrush.....	“
The Snowflake's Song.....	“
Time Enough.....	“

CLASS III—COURSE A.

(To be taken in 1923-24, and thereafter in alternate years with Course B.)

Robinson Crusoe.
Tales of Romance.

TO BE COMMITTED TO MEMORY:—

Wishes.....	Reader, Bk. III.
Wanted—a Boy.....	“
Summer Woods.....	“
The Boy for Me.....	“
Try Again.....	“
Love and Prayer.....	“

CLASS III.—COURSE B.

(To be taken in 1924-25, and thereafter in alternate years with Course A.)

Andersen's Fairy Tales.
Tales of the Round Table, Book IV.

TO BE COMMITTED TO MEMORY:—

A Child's Christmas Hymn.....	Reader, Bk. III.
The Wonderful World.....	“
The Brook Song.....	“
The Miller of Dee.....	“
The Fairies.....	“
The Whitethroat.....	“

CLASS IV—COURSE C.

(To be taken in 1923-24, and thereafter in alternate years with Course D.)

Golding's Story of Livingstone.
Treasure Island.

TO BE COMMITTED TO MEMORY:—

Common Things.....	Reader, Bk. IV.
The Village Blacksmith.....	"
The River.....	"
To a Waterfowl.....	Reader, Bk. V.
The Day is done.....	"
Vitai Lampada.....	"

CLASS IV—COURSE D.

(To be taken in 1924-25, and thereafter in alternate years with Course C.)

Ivanhoe.
Selections from Dickens and Ruskin.

TO BE COMMITTED TO MEMORY:—

Hiawatha's Sailing.....	Reader, Bk. IV.
Yussouf.....	"
Among the Millet.....	"
The First Snowfall.....	Reader, Bk. V.
Abou Ben Adhem.....	"
Columbus.. ..	"

WRITING

(1) The teacher should insist on using one series of copy-books and on having the same number of copy-book for all the pupils of each class.

(2) *Cleanliness* and *accuracy* are the chief features of good writing. The former depends on the discipline and the personal cleanliness of the pupils; the latter on proper instruction and careful supervision, which ought to be *gentle*, but *firm*.

(3) Require the whole school to write at the same time, so that the teacher may supervise the exercise, restraining, encouraging, guiding.

(4) During every lesson, attention should be given the following:

- (a) Position of the body.
- (b) Manner of holding the pen.
- (c) Exercises to secure freedom of movement.
- (d) Writing in the copy-book.
- (e) Practice of copy and exercises on practice paper.

(5) Attention should be given to points (a) and (b) not only during the writing lesson but during every lesson where written work is being done.

(6) Give blackboard instruction to show the formation of letters. In the younger classes, show the analysis of the letters and how to build up those related to one another. For example: b, f, h, k, and l are related by their long upward loop; a, d, g and q, by the same round body of the letter.

(7) Before attempting to write any copy, have the class study it, noting difficulties and discussing the new forms introduced. Have as many pupils as possible make these new forms on the blackboard, the rest with pens reversed on the desk.

(8) The work in the copy-book is a minimum, sufficient only to give definite form to the writing. A large amount of practice work should be done at each lesson before pupils begin to write in their copy-books.

(9) Insist on a faithful attempt on the part of the pupil to reproduce the forms of the copy-book not only during the writing lesson but in all written work. Reject all work that shows carelessness.

(10) On account of the tendency to haste and careless writing, induced by the pressure of the written class exercises, it is well to have a regular lesson in writing for each grade, *throughout the year*.

(11) When the copies are finished retain them, that they may be examined and the progress reported by the inspector.

(12) Try to secure a pride amongst your pupils in the appearance of their books and an interest in their penmanship.

(13) Pupils of the primer classes should be required to write with long well-pointed, lead pencils. All writing paper should be ruled. Each pupil should have practice sheets.

BOOK-KEEPING AND ACCOUNTS—CLASS IV

SCOPE.—Simple exercises in Single Entry Book-keeping.—Accounts.

OBJECT.—To train the pupils how to keep a systematic record of business transactions.

Books required are the Day Book, Ledger, Cash Book.

Make use of the blackboard in teaching the meaning and use of each book. Teach the pupils how to rule the different books in order to make the proper entries.

See that the pupils have a clear understanding of the terms Debtor and Creditor. Teach the meaning and use of the different terms used, together with their abbreviations.

Give practical exercises on business transactions. Teach

the pupils to make the proper entries in the Day Book for each item and they will soon learn that the Day Book when properly kept contains a statement of all business transaction in detail.

Teach the meaning and use of the Ledger and how to transfer the different accounts from the Day Book to the Ledger.
—*Posting.*

THE CASH BOOK.—How made? Advantages of keeping a Cash Book. What a Cash Book properly kept will show at any time.

Give easy, practical examples.

Pupils may use a pencil and a flat ruler for the first attempts at ruling. Later, teach them to use a round ruler and a pen, when ruling the different books.

The meaning and use of some of the more important forms of notes, drafts, and checks should be taught:

I.—Promissory notes:

- (a) Individual note.
- (b) Joint note.
- (c) Joint and several note (with interest).
- (d) Non-negotiable note.

II.—Receipts:

- (a) Receipt on account.
- (b) Receipt in full of all demands.

III.—Checks:

- (a) Payable to bearer.
- (b) Payable to order.

The teacher should not be satisfied with anything short of *real* progress. Insist upon accuracy and neatness. The writing should be uniform and legible. The books clean, neat, and free from blots and erasures. Errors may be corrected by counter entries rather than by erasures and *scratchings*.

When the pupil has a good knowledge of the general principles, encourage him to do independent work. This will teach him to think for himself and to put his thoughts in appropriate form. This important fact should not be overlooked by the teacher.

ARITHMETIC

The whole school should study arithmetic at the same time, the teacher instructing one class, or group, while the others are working quietly at their seats, and going from one group to another as her assistance may be required.

It is the teacher's duty to give her pupils a clear concept of number, to drill them in combinations until they can make them accurately and instantaneously, to explain fully and as often as may be necessary the various operations, and to lead

her pupils to think logically for themselves; but she *must not think for them*. Have your pupils do the work while you guide the way patiently and sympathetically. Remember that it is not what the teacher does for the child, but what the child does for himself under wise guidance that educates him.

Never work out a problem for a child until you are sure that he has done his very best. When he applies to you for help, find out just where his difficulty lies, help him over that and ask him to try again. When it becomes necessary to work out a problem, do it *with* the child, *not for* him.

It will be necessary to divide Classes I, III, and IV, into two groups each for this subject. Local conditions will show you whether or not more groups are advisable. Larger groups, however, may be taken together for review work. Review constantly. Every class is responsible for all the work of the preceding classes.

CLASS I

SCOPE.—Addition and Subtraction with objects and with numbers of two figures. Reading and writing numbers up to 100. Mental Arithmetic.

OBJECT.—Mental development. Utility in the affairs of everyday life.

METHOD.—Oral instruction in the primary grades. As all the primary ideas of numbers and their relations must be gained through the senses, the first lessons should be given by means of objects which will interest the learner and thus help to secure his attention. Present numbers in such a way that the mind of the child may grasp the facts concerning them and retain them by the law of association.

MATERIAL.—For the successful teaching of number in the primary grades, the teacher will require a variety of objects, such as pebbles, beans, corn, blocks, pegs, buttons, etc. All these are inexpensive and will serve the purpose. Remember that objects are a means to an end, not the end; therefore, cease using objects when the number can be thought of and used without the object.

BEGIN RIGHT

When you have ascertained by careful examination how much a child knows of number, begin at this point. Ability to count should not be taken as a true test of a child's knowledge of numbers.

Teach the number as a whole using a variety of objects. Give the child a number of objects and lead him to discover

the facts for himself. Then fix these facts firmly in the mind by constant drill.

Teach one number at a time slowly, systematically, and well. See that each child does for himself and by himself what you require and does not copy from his neighbor.

Teach carefully the making of figures and see that your pupils distinguish between the *number* and the *figure*.

As soon as the pupils understand the oral language of arithmetic, teach them the written. When they have learned a few names of numbers, teach them to express these names in written characters. If the numbers from 1 to 10 have been properly taught, pupils will have little difficulty with notation and numeration.

Give plenty of opportunity to practise upon the numbers learned. Have exercises in mental arithmetic every day. See that there is a good, large blackboard in the school-room, and use the chalk freely.

Teachers are recommended to use "Primary Exercises in Arithmetic." For the first half of the first year Book I which contains exercises on the combinations of numbers up to 13 with the use of signs may be used. In the second half of the 1st year, make use of Book 2, which contains combinations up to 20 with the use of signs.

One of the many difficulties with which teachers in ungraded schools have to contend is the problem of keeping the junior grades in employment during the recitation periods in the senior grades. Pupils take pride and pleasure in working if they have something definite and interesting to do. The use of these books will help to solve this problem and in addition thereto will give the pupil a large amount of practice of the right kind without loss of time or energy.

CLASS II

SCOPE.—Four simple Rules to Short Division inclusive—Multiplication Table—Avoirdupois Weight—Long Measure—Liquid Measure—Mental Arithmetic.

ADDITION.—Two cases (written):

1st In which the sum of the numbers in any column is less than 10.

2nd In which the sum in any column may exceed 10.

There is no difficulty in the first case. In the second case the carrying process is to be discovered. When the pupils have become familiar with the formal process, provide suitable graded exercises until the different combinations have been mastered and the pupils can add accurately and silently.

SUBTRACTION

Two cases: 1st, To subtract without borrowing; 2nd, To subtract by borrowing. The first case presents no difficulty. In the second case, there are two methods: 1st, By borrowing; 2nd, By equal additions. Young pupils should be taught the mechanical method of doing the work. The older pupils should be able to give the reason.

MULTIPLICATION

Should, at first, be taught as concise addition. Develop the idea of *times*. By teaching pupils to make the multiplication table for themselves they will understand more readily its nature and use.

Give many easy, practical problems involving the use of each table learned. Drill pupils on writing and reciting the multiplication table until they have committed it to memory.

DIVISION

The first lessons should consist in writing the elementary products as they are learned from the multiplication table. Pupils will soon see that division is the converse of multiplication and the the process depends upon what was done in multiplication.

“Short” and “long” division should be taught together. The first examples in written division should be solved by long division as each step in the process can be put before the pupil in figures. Teach pupils to express elementary quotients by both methods. Problems in which the divisor does not exceed 12 should be solved by both long and short division. By carefully grading your exercises you will lessen the difficulty in teaching division.

SUPPLEMENTARY WORK.—1st, half year, use Primary Exercises Book 3. In the 2nd half year, use Book 4.

Teach the meaning of all the different terms used. See that each pupil understands the meaning of every term in use. Use the blackboard freely. Train pupils in habits of neatness and exactness and in all written work the signs of operation $+$, $-$, $\times$, $\div$, $=$, should be correctly used to indicate the work done and also the result.

Drill thoroughly on the four fundamental rules.

WEIGHTS AND MEASURES.—Denominate numbers should be taught correctly. The teacher should give the pupils definite ideas of all measures of length,—inch, foot, yard, etc. In

teaching Avoirdupois weight, pupils should be shown the different weights: ounce, pound, etc.

Give practical examples upon the application of each table learned.

CLASS III

SCOPE.—Long Division.—Simple Examples in fractions and in compound numbers in ordinary use. Mental Arithmetic and Review.

If the principle of long division has been taught in the preceding class, the next difficulty which will meet the pupil is the want of the multiplication table to assist him in determining quotients when dividing by numbers greater than 12. At first, pupils may construct a table for each divisor. These divisors should be graded beginning at 13, then 14, 15, 16, 17, etc., etc. Make use of the blackboard in illustrating the four steps in long division: 1st Divide; 2nd Multiply; 3rd Subtract; 4th Bring down.

Give practical problems in Canadian money involving the use of addition, subtraction, multiplication and division.

FACTORS AND MULTIPLES. H. C. F. and L. C. M.—Teach with illustrations what is meant by a *prime number*, a *composite number*, *factor*, *common factor*, *highest common factor*, and the method of finding the H. C. F. and L. C. M.

Develop the idea *measure*, *multiple*, *common multiple*, *least common multiple* and make it plain to the class that one defined quantity is a multiple of another defined quantity when that other quantity exactly measures it.

Teach the method of finding the L. C. M. and give examples to secure accuracy and rapidity in order to prepare the way for the use of the H. C. F. and L. C. M. in working fractions.

FRACTIONS.—Develop the idea of a fraction by the use of objects. For this purpose you may use apples, square, oblong, or circular pieces of cardboard, lines or circles on the blackboard.

Drill pupils upon the different operations until they become thoroughly familiar with them. Practice should precede theory.

Give concrete problems.

Teach the notation of fractions.

Develop the meaning of *numerator*, and *denominator*. Show the impossibility of adding or subtracting quantities with *unlike* names.

Teach addition and subtraction together and see that the signs $+$, $-$, $=$, are always recorded. Give easy problems in mental arithmetic involving the use of simple fractions.

Review frequently.

COMPOUND NUMBERS.—See that “Tables” are understood. Teach the Weights and Measures that are used in every day life. Give practical problems relating to the affairs of the home, shop, market or farm.

SUPPLEMENTARY WORK.—1st year: Primary Exercises in Arithmetic, Book 5; 2nd year, Book 6.

TEXT-BOOK:—The Public School Arithmetic (Smith and Robert), Bk. I.

CLASS IV

SCOPE.—Simple exercises in fractions. Decimals, Percentage, Interest, Mensuration and Review. Mental Arithmetic.

DECIMALS.—Give plenty of exercise in reading and writing decimals. See that your pupils understand what is meant by a *decimal*, the *decimal point*. Drill thoroughly on the notation and the relative value of the fraction as the decimal point is moved to the right or to the left.

Addition, Subtraction, Multiplication and Division of Decimals.

REDUCTION OF DECIMALS TO VULGAR FRACTIONS.—When pupils have become familiar with the four simple rules, you may teach them how common fractions may be changed into the form of decimals, and how decimals may be converted into common fractions. If your pupils have been thoroughly drilled on the notation and numeration of decimals, no difficulty will be experienced in converting pure decimals into fractions. On the other hand, more time on the part of the teacher and more thought on the part of the pupil will be required in converting vulgar fractions into decimals. This arises from the fact that you have to deal with three classes of decimals, each requiring a different method of operation: 1st, Pure decimals; 2nd, Pure recurring decimals; 3rd, Mixed recurring decimals.

PERCENTAGE.—Show relation to fractions and decimals.

Develop the term %.

Convert fractions such as $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, to hundredths. Write them as decimals. Use them with the name %.

Give practice problems.

INTEREST.—See that the pupils have a clear idea of the term *Interest*, *Principal*, *Rate*, *Amount*, %, *Time*. Give plenty of practical examples and vary the rates and the amounts in the same transactions.

MENSURATION.—Area of a Rectangle. Carpeting Rooms, Papering Rooms. Problems.

CUBIC MEASURE.—Rectangular solid. Dimensions: length, breadth, and thickness. *Cube*: Illustrate cubic contents — length $\times$ breadth $\times$ thickness. Problems.

Mental Arithmetic.

Review,—Review,—Review.

Use your blackboard. See that your pupils understand the principles upon which each rule is based. If they understand the principle, they can form a rule. Provide plenty of graded examples for all classes. See that the pupils are provided with slates, scribblers and pencils. Train your pupils in habits of neatness. Do not accept careless or slipshod work from any pupil.

For supplementary work use Primary Exercises, Book 7, 1st year, and Book 8, in the 2nd year.

TEXT-BOOK:—The Public School Arithmetic, (Smith & Robert—, Bk. II.

(NOTE:—As the pupils in this Class have already purchased Smith's Modern Advanced Arithmetic, an opportunity will be given of working this out before the new text is introduced. Consequently, Smith's Modern Advanced Arithmetic will be used by the pupils in the Junior Division of this Class during the year 1923-24, and by the pupils in the Senior Division during the years 1923-24 and 1924-25.

The work assigned is:

JUNIOR DIVISION..1923-24,

Smith's Modern Advanced Arithmetic, Chap. IV,
Chap. V, to page 178, and Chap.VI.

SENIOR DIVISION..1923-25,

Smith's Modern Advanced Arithmetic, Chaps. V,
VII, IX.)

GEOGRAPHY

The first duty of the teacher of geography is to acquaint the child with the more common phenomena of physiography. The old didactic method of making the child learn long definitions by heart, must be replaced by the method of concrete examples. The neighbourhood of most schools provides numerous illustrations of the more elementary geographical terms.

GRADING OF WORK.—Although the work in all classes should be so arranged as to lead up naturally to the relations of cause and effect in geography, this aim will be to a certain extent obscured during the earlier stages. When modelling work is based upon the physical features of the school neighbourhood, or upon illustrations produced by the teacher, it is doubly useful. It may also be used at a later stage to supplement the descriptions which the teacher has to give of a foreign country.

THE DESCRIPTION STAGE.—As the child progresses, however, the initial work in observation and construction, and the limitation of the subject to the child's own neighbourhood or province, have to give way to the study of the great regions of the world, and to a different treatment. Regions which the child will probably never visit have to be studied, in order to show the fuller working of the simple physical laws which the teacher has already made clear. It is in this part of her work that the teacher seems to have the most difficulty. And yet it only requires a little reading and a little imagination, to make an unknown district almost as vivid to the child's mind as the actual neighbourhood of the school. If, instead of enumerating the bare facts of a region's geography, the teacher were to put the child on an imaginary train, travel with him through that region and invite him to look out of the window at the vast accumulation of physical and social material rushing by, the impressions created by the geography lesson would be both more lasting and of greater educational value. The teacher would do well, in preparing a lesson of this character, to replace the conventional text-book by the numerous interesting and instructive books of travel and topography which have appeared in recent years.

THE REASONING STAGE.—By the time the pupil has reached Class IV, his knowledge both of regional and physical geography will be sufficiently ample for the teacher to attempt to connect the two. When the child has made the discovery that towns are not where they are by chance, that the great fisheries, trade-routes and industries of the world are not isolated facts, but the results of inevitable physical conditions he has already started to train as well as to fill his mind.

MAPPING AND THE USE OF MAPS.—Mapping should be begun as early as possible and should, in the first case, be based upon subjects taken from the surroundings of the school. Simple plans of the classroom, school and playground, furnish a useful introduction to elementary work in this subject.

ILLUSTRATIONS.—As an aid to descriptive teaching in geography, pictorial illustrations are particularly valuable. The enthusiastic teacher can soon and with little expense, form an extensive collection. Illustrations from newspapers, photographs from magazines, even picture post-cards, can be both easily obtained and profitably used.

SCHOOL MUSEUMS.—The above suggestion may be extended, if conditions permit, to the formation of a small collection of interesting geographical objects. In addition to the rocks and shells found by teacher and class during excursions and holidays, specimens of minerals, plants, timber, and the simpler industrial products, are everywhere and easily

obtainable. The possession of a number of such objects, besides adding to the interest of individual lessons, can be made to contribute, in a large measure, to the general intelligence of the whole school.

SAND TRAYS can easily be made out of a flat box painted blue inside to represent the sea. Builders' sand, kept moist, can then be used by pupils and teachers to illustrate capes, bays, islands, rivers, and other facts of physical geography.

RELIEF MAPS can easily be made by teachers themselves. A mixture of equal quantities of salt and flour moistened with water and applied to a slab of asbestos board will harden quickly and can be colored with school paints, when dry, to represent states or altitudes.

AIM.—The aim in all Geography teaching should be to elicit ideas, not to teach words; to secure the understanding of geographical facts and the building of mental images of distant places, peoples, and conditions, not to have statements about them memorized. The ideal in this teaching is to seek the fact of Geography in the world of out of doors when we can get at them there, in photographs and maps that symbolize this world, and in the text-book which is perhaps the least vivid of these sources.

CLASS I

SCOPE.—*Elementary Terms.* Division of land and water. Map of the school neighbourhood.

OBJECT.—To cultivate the observing faculty of the pupils, to stimulate their reasoning powers, to train them to think, reflect and to lay a solid foundation in the fundamental knowledge of the subject.

METHOD.—*Oral Instruction.*—Much of the work in this class must, in the nature of things, be oral. The teacher must have a thorough knowledge of the local geography and a lively interest in the work. No text-book is required by pupils in classes I and II.

The attention of the pupils should be directed to the common facts around them on every side. Train them to use their eyes, their ears and their hands. In so doing, you will get and keep their attention. The pupils should be taught what to look for, to examine it thoroughly and then to make some sort of a representation of it. By observation a knowledge of local geography may be gained which will enable the pupil to acquire knowledge of the world at large. Therefore, direct the attention of the pupils to:

- (1) Objects in nature.
- (2) Models of them, (sand box).
- (3) Pictures of them.

It is better to have the pupils gain a clear conception of the different geographical terms either by seeing them in the concrete, or by sand-model representation, or by pictures than by memorizing abstract definitions from a text-book which have little or no meaning to the youthful mind.

ORDER OF STUDY.—(1) Observe; (2) Name; (3) Represent; (4) Describe; (5) Define.

LESSONS.—The teacher should frame her questions to draw out from the child what he had actually seen or thought of himself. At the close of the lesson, make plain any facts for which may have been omitted.

Aim to secure clear, articulate expression of the knowledge gained by the pupils. Each observation lesson can be made a language lesson. These lessons should be as informal as possible. The teacher should be ready to direct the observation of any form at any time. Many of the pupils upon entering the school for the first time will be able to recognize, name and describe some of the distinguishing features of the different forms of water, as *rain, mist, clouds, vapor, fog, dew, ice, and snow*, therefore, choosing a rainy day you may take for your first lesson *Rain*. Follow with lessons on other forms of water. Objects within vision: *clouds, vapor, mist, fog, dew*. When the proper season arrives, give lessons on *snow, frost, hail, ice, etc., etc.*

LESSONS ON LOCAL TOPOGRAPHY.—Objects within vision.

PHYSICAL FEATURES OF THEIR NEIGHBORHOOD.—*Hill, valley, ravine, cliff, mountain, slope, plain, creek, brook, river, stream, spring, pond, lake.*

OBJECTS BEYOND VISION.—*Gulf, bay, strait, sea, ocean, island, cape, peninsula, desert, volcano, oasis, continent, globe, the earth as a whole.*

In September and October give lessons on fruits, flowers, and leaves. Have your pupils collect, name and classify. Encourage the pupils to bring specimens.

LESSONS ON TREES.—Maple, birch, elm, pine, spruce, ash, hemlock, all our native trees, their value and use.

SOIL.—Different kinds of soil found in the locality.

GRAINS.—Different kinds. Time of sowing and reaping.

ROCKS.—Pebbles. Classify as rounded, sharp, hard or soft.

BIRDS.—Large, small, singing birds, birds that can swim.

Birds first to arrive in the spring, first to take flight in autumn.

What birds build their nests on the ground? On trees? Value of birds to the farmer.

Different kinds of minerals found in the neighborhood. Value of. Use. Encourage the pupils to collect specimens and form a school museum.

Teach what is meant by a map and for what purpose it is used. Draw a map of the school-room on the blackboard with the different objects marked thereon. Copy on paper.

CLASS II

SCOPE.—Outline of the Map of Canada. Review Elementary Terms.

By the use of a globe show the daily motion of the earth and the cause of day and night. The yearly motion. Change of seasons. Heat and cold. Length of the day. As the days grow shorter, mark the position of the sun's shadow on the floor. Develop ideas of relative size. Teach pupils to measure and estimate distances. Develop ideas of *up, down, right, left, back, front*. Teach the cardinal points of the compass. Using the globe teach the following terms: *equator, zones, meridian, ecliptic*.

Draw a map of the school yard, a map of the school-district. Teach boundaries by fences, roads, etc., etc. Make a map of the township on a large sheet of Manilla paper indicating thereon, the roads, ranges, rivers, lakes, ponds, hills, railways, villages, towns, etc., etc.

Have the pupils read and copy maps, and study places. In teaching from this map, dwell upon the occupation of the inhabitants. The early settlers. The quality of the soil. The surface of the land: hilly or flat. Pasture lands. Grain growing. Villages. Mills, how driven? Agriculture.

General character of farm products: Cheese, butter, grain, hay, cattle, maple sugar, eggs, etc.

INDUSTRIES.—Manufacturing: *Grist-mill, Saw-mill, Cheese factory, Creamery, Planing mill*. Other industries.

TRANSPORTATION.—Railroads, Rivers, Canals.

COUNTY.—Boundaries, chief town.

PROVINCE.—Capital, cities, towns.

Physical conditions which have helped to determine the location of cities and towns:

(1) A good harbor; (2) A water fall; (3) At the junction of two rivers; (4) In a valley; (5) A fertile country round about. Rivers, tributaries, etc.

The other Provinces, capitals. Chief lines of railway. Outline of the Dominion. Physical features.

CLASS III

COURSE A—(To be taken during 1923-24, and thereafter in alternate years with Course B.)

Outline study of North America, with a detail study of Canada and Newfoundland.

COURSE B—(To be taken in 1924-25, and thereafter in alternate years with Course A.)

Review Canada. Study United States, Mexico, Central America, West India Islands, and South America.

CLASS IV

COURSE C.—(To be taken in 1923-24, and thereafter in alternate years with Course D.)

Europe with special study of the British Isles.

COURSE D.—(To be taken in 1924-25, and thereafter in alternate years with Course C.)

Asia, Africa, Australia, East India Islands.

Make a special study of the British Empire as a whole.

HISTORY

To teach History rightly, and to interest the pupils in the subject, the first requisite is a grasp of the Meaning and Purpose of History, and this may be stated very briefly.

Laws and institutions are never found ready made; they are the growth of time and experience.

The earliest peoples of whom there is any account had their records of the Past. In some form or other, and often in rude poetry which was not written but handed down from generation to generation by special 'singers' or reciters' these simple records, though often mixed with the fabulous, served to keep alive the traditions of the tribe—the wonderful deeds of their heroes and the laws or customs of the ancestors.

As civilization advanced, as in Greece and Rome, the class of more serious historians arose, who endeavoured to state the course of events in a more accurate and scientific form.

In both cases it was instinctively realised that it is worth while knowing what the ancestors were like and what they had done.

To-day it is realized more fully than ever that the Past has its lessons for the Present. It is recognized that the story of the slow growth and development of our laws and institutions, and of the related religious, political and social ideas, is not merely a matter of intellectual curiosity but one of immediate practical concern. The laws of heredity apply not only to the individual but to the nation. History teaches us where we have derived those ideas, for instance, which chiefly influence our national life, and shows us how we may wisely conserve the great qualities and change those which are harmful.

The instruction of the Canadian pupil naturally begins

with the country and the laws and institutions with which he is most familiar. He begins with Canadian History, but it is to be remembered that the roots of that history are found in the France of the sixteenth and seventeenth centuries and in the England of the eighteenth century. To understand these connections rightly, therefore, how necessary it is that the teacher should have considerably more knowledge of History than the pupils she is called upon to teach.

In the initial stages there is no difference in method of teaching stories in Scripture, literature and history. Much of the work is oral and every lesson must be taught before it is assigned for study.

The practice of assigning lessons and asking pupils to recite facts after they have studied them is the resort of the lazy, incompetent teacher, and such lessons are dull, lifeless and deadening. Teachers should strive to create an interest in the subject and should themselves cultivate their powers of description and illustration.

Prepare carefully so that you can teach without the textbook and can review at any time. Each lesson should be introduced by a very short review which will connect the new lesson with the old.

Show an affection for the subject and let a thrill of broad patriotism run through your instruction so as to develop in your pupils a spirit of loyalty and devotion to "OUR OWN CANADIAN HOME", without disparaging any other country.

In the younger classes the story method is most suitable, because the children are more imaginative and pictorial ideas appeal to them. Teachers should emphasize the importance of historical personages and biographies. It is at this stage that children develop the historical sense and acquire a liking for historical study, if the teaching has been well done. This is the method to be employed in Classes I. and II.

The next is the information stage, which continues through the upper classes. Facts are important and must be taught with due regard to proportion. Keep the lessons interesting and never let them degenerate into the mere memorizing of lifeless facts.

The last stage is the reflective stage when cause and effect, reason and influence, are combined with information.

Introduce the study of Canadian history by a few lessons upon such events of European history as immediately precede and enter into Canadian history. Picture to the class the condition of Europe in 1492 and relate stories of the times preceding the discovery of the NEW WORLD. These lessons should be oral and vivid, and calculated to enlist the pupils' interest and beget a love for the subject.

When this has been accomplished, introduce the text-book and help the pupils to make a general outline of their work. Sketch it on the blackboard as the story develops and require the pupils to copy it for reference.

Have the pupils draw a map of Canada, as it was known in 1534, 1608, 1615, etc., and encourage them fill in the outline as knowledge of the country was extended by exploration.

Teach the details of history by *topics*, never by pages and chapters. Seek to account for each change by the natural forces in operation preceding such change.

Locate all places mentioned in each lesson by means of school maps and historical atlases. Add to what is contained in the the class text-book such other facts as may be of interest to the children.

Acts of Parliament may well be taught as the remedies which legislators apply to remove or mitigate existing evils, or they are provisions made to conform to, or provide for, changing conditions. There are three things to be carefully studied in connection with any Act of Parliament:

- (1) What was the evil to be removed, or what were the conditions that made it necessary?
- (2) What was the remedy applied; i.e. what were the provisions of the Act?
- (3) How did it work out? What effect did it produce?

CLASS III

The text-book is introduced in Class III for the pupils who are spending their *second year* in that class, though the whole class may take the work together, if the teacher so desires. History teaching, however, in the form of stories, supplementary readers, etc., should be carried on from the lowest classes.

The work for Class III is the French Period of Canadian History. The following outline of topics is suggested as a guide for the teacher.

FRENCH PERIOD,

- (a) Period of exploration, discovery, adventure resulting in possession of territory and "spheres of influences."
- (b) Period of settlement and colonization along the sea coast and the shores of lakes and rivers.
- (c) Period of heroic defence by early settlers against the fierce attacks of the savage Indian tribes.
- (d) Period of Missionary effort amongst the various Indian settlements, and of extended exploration.
- (e) Period of disputes over contiguous territory resulting in a war.

- (f) Period of conflicts between French and English colonists, which ended in the "Cession of Canada" to Britain, 1763.

CLASS IV

The work for Class IV, is the British Period of Canadian History.

Though some of the pupils in this class are doing the work for the first time and others have already been a year in the class, it is better to take them all together over the same work than to divide it into two parts and thus make two classes. It will be sufficient if the first year pupils master the main outline of events and developments; during their second year they will have an opportunity of acquiring the details.

As this period of Canadian history is largely concerned in the development of a form of government from the autocratic to the democratic, the establishing of educational institutions, the growth of industries, the improvement of the means of transportation, expansion of the country, etc., it may be conveniently studied under the following topics:

- (1) Government under Military Law, 1759-1763.
- (2) Government under the King's Proclamation, 1762-1774.
- (3) Government under the Quebec Act, 1774-1791.
- (4) Government under the Constitutional Act, 1791-1841.
- (5) Government under the Union Act, 1841-1867.
- (6) Government under the British North America Act, 1867 to the present.
- (7) Education—Development of institutions and systems.
- (8) Transportation—Railways, canals, highways, etc.
- (9) Expansion—New provinces added.
- (10) Growth of industries, etc.

FRENCH

The object is to train pupils to speak, read and write the French language with ease and accuracy. It scarcely necessary to dwell upon the necessity of a thorough knowledge of French, as a spoken language, in the Province of Quebec. In our elementary schools this subject has not received the attention that it merits. No subject has a greater practical or educational value, and none may be made more interesting. Instead of being a dry, cold subject, language teaching by the "Natural Method" becomes intensely interesting to teacher and pupil. The recitation period is looked forward to with pleasure. Pupils learn the meaning and use of words by constantly hearing them correctly employed and the daily

practice of speaking words thus learned soon gives facility and ease of expression.

The direct method of language teaching is a modified imitation of the process by which a child becomes familiar with its mother tongue; that is to say, the pupils learn the meaning and the use of new words by hearing them correctly employed, and they acquire facility in using them by constant practice in speaking and writing.

ESSENTIALS OF AN ORAL LESSON

- (a) Statements or questions by the teacher, involving none but known words and leading to the introduction of of a new word.
- (b) Illustration of this new word in statements that are likely to bring out clearly its meaning. The use of objects, pictures, gestures or a few words of English will help greatly.
- (c) Writing of the new word on the blackboard, and reading of the word by the teacher and the pupils.
- (d) Questions to find out if the new word is clearly understood.
- (e) Numerous questions involving the practice of the new word in as many settings as possible.

TEACHER'S MANUALS

These are not Text-books but Guide-books. They provide suggestion and helps for the introduction and carrying on of the work, but the teacher who does the work of the manual and nothing more is bound to get disappointing results. They are guide-books only.

It is the teacher's duty to avail herself of every opportunity to improve her own knowledge of French, and, especially to acquire greater accuracy in the production of French sounds.

Secure the "Teachers' Manuals" for the parts of the "Oral Lessons in French" that you have to teach, and follow carefully the methods indicated therein. Do not attempt to teach without these "Manuals". Nothing could be worse than to use these "Lessons" for translation purposes. They were not intended for translation.

Though no text-book is introduced in Class I, there should be a short lesson every day in that class, as in the others. The "Manual" for "Oral Lessons in French Part I." will guide the teacher in this work.

The limits of the work are clearly indicated in the Course of Study and in the "Teachers' Manuals". The whole school

should be taken together for drill in phonetics and for general conversation.

AGRICULTURE AND NATURE STUDY

CLASSES I, II, III.

The rural school teacher working under average conditions probably finds herself confronted with two main difficulties in teaching Nature Study. The first of these is to procure material and the second is to procure suitable information upon the material obtained.

The hints given herewith will deal chiefly, therefore, with suggestions as to how these difficulties may be partly overcome.

The teacher in the country school must depend very largely upon the natural surroundings of the school for the material upon which to base her work. This being the case, the work must be arranged according to the time that this material can be most easily obtained and when it is in the best condition for observation and study. Some material can, of course, be gathered in the fall for winter use but most of the work must be of a seasonal character.

Most of our country schools have a small attendance and so the teacher can often taken the whole school out on short excursions to the fields and woods. If this is not feasible the older pupils can be taken out after the younger ones have been dismissed.

The Teacher should always have a definite object in undertaking such trips and should try to go over the ground herself first. The outline of work given calls for the collection of a varied assortment of material but in small schools the amount needed will not be very great.

The following outline is suggested as a basis for work which can be undertaken if the material surrounding the school be used. It will vary to some extent with the locality but should serve as a guide to teachers who are willing to make a reasonable effort to investigate and observe nature in their neighbourhood.

FALL WORK.

Collect and identify the common weeds such as: chicory, yarrow, golden rod, shepherd's purse, purslane, dandelion, thistles, wild asters, paint brush, etc.

Collect and identify the leaves of the common trees in the school district.

Collect the fruits, seeds or nuts of common shrubs and trees.

Collect some eggs, larvae, cocoons, etc. of insects and ob-

serve what happens to these different stages. Study a few common insects such as the bee, grasshopper, wasp, dragon fly or one or two of the butterflies.

Try to get some frogs or tadpoles from the pond, also snails, clams, and minnows or fish. Investigate them as well as possible.

Observe the birds. Notice those which leave earliest. Take up the question of migration.

Study the falling of the leaves and find out why they turn colour in the fall.

Show the children how to plant a few bulbs, such as the hyacinth and tulip.

WINTER WORK.

Study the evergreen trees. Bring in branches. Find out how they are arranged. Compare their habits of growth with ordinary trees. Study the leaves and cones.

Observe and discuss the birds that stay with us or visit us during the winter. Some of those likely to be seen are the woodpecker, owl, bluejay, English sparrow, chickadee, snow bird, junco, kinglets and Bohemian waxwing.

Take up a study of some of the common wild animals, such as the squirrel. Have the children observe at first hand as much as possible. Study the rabbit and the fox, also some of the domestic animals, such as the cat, dog, hen and cow.

Discuss with the pupils the different phases of weather such as clouds, dew, frost, rain, snow, etc.

Take up a very general study of some of the ordinary minerals or rocks which are common to the district, such as mica, quartz, limestone, granite, asbestos, slate, shale, etc. Specimens of those around the school should be collected in the fall. Discuss formation of soil.

Bring in some small branches of ordinary trees such as the beech, maple, ash or poplar. Study the buds. See if they are all arranged the same way on the different twigs of different trees. Find out what is inside the bud. Place the twigs in water and see if the buds will grow.

Towards spring when the weather becomes warmer, take up the study of such seeds as beans, peas or wheat. Germinate them or plant them in soil and find out the way in which growth begins.

SPRING WORK.

Observe and discuss the birds as they arrive from the south. Note the order of their arrival. Identify as many as possible. Study their habits. Take up the question of their food. Get the pupils to notice when they start to build their nests and where they build them.

Take trips to the woods and study the wild flowers as they appear. Find out what kinds of roots they have. How many come from bulbous roots?

Look once more for frogs and their eggs. They can be brought to school and observed. Look in stagnant water for the eggs and larvae of the ordinary mosquitoes. Study the life history of a few of the insects which appear at this time of year.

Observe the trees to find out which kinds come into leaf the earliest. Observe the flowers which grow on the ordinary trees, such as the poplar, maple, ash, elm, butternut, etc. Make a special study of the apple blossom or the plum. Discuss the structure of the flower and its purpose.

PICTURES.

Under ideal conditions material should always be available but quite often pictures are the best substitutes procurable. Coloured pictures of the ordinary animals, birds, fish, insects, minerals, etc., are now obtainable at reasonable rates. These can be bought from the Perry Picture Company, Malden, Mass., and cost about three cents a piece.

Suitable reference books are absolutely necessary if efficient work is to be done. The following books will all prove very helpful.

GENERAL NATURE STUDY.

Handbook of Nature Study. (Comstock Publishing Co., Ithaca, N. Y.)

Nature Study, by Holtz. (Scribner's Sons.)

Nature Study in Elementary Schools, Wilson, (Macmillan Co.)

Ontario Teachers' Manuals in Nature Study. (Ryerson Press, Toronto.)

WILD FLOWERS.

Wild Flowers East of the Rockies, Reed.

BIRDS.

Handbook of Birds, Chapman. (Appleton & Co.)

What Bird is That? Chapman. (Appleton & Co.)

Birds of Eastern Canada, P. A. Taverner.

Birds East of the Rockies, Reed.

ANIMALS.

Wild Animals Every Child Should Know, Rogers.
(Double-day, Page & Co.)

CLASS IV

It may be found advisable to divide the class into two sections for the purpose of studying Agriculture, though the Senior Division should be required to review with the Junior Division the work prescribed for it. The following division of the textbook is suggested:

CLASS IV—Junior Division,
Hatch and Haselwood, to page 89.

“ “ Senior Division,
Hatch and Haselwood, complete.

DRAWING

(1) Analyse each figure carefully in an oral exercise, books in hand, or from blackboard outline before beginning to draw. In form study and object drawing let the pupils handle the object to be drawn, so as to give them an accurate knowledge of its parts and their relation before sketching its outline on paper.

(2) Point out how perspective effects are produced: (a) by lines converging as they recede to a vanishing point; (b) by these converging lines diminishing in weight or boldness as they recede; (c) by perpendicular and horizontal lines, more remote, being shorter and lighter than those nearer by; (d) by the effect of light and shade.

(3) Having analyzed the figure and instructed the pupils how to produce effects, proceed to construct the figure on the blackboard, using such *terms* as pertain to the figure.

(4) The most difficult figures are best taught by the teacher drawing them upon the blackboard in conjunction with the class effort. Pupils should always be required to make a trial sketch, before putting their drawing upon the permanent page.

(5) The teacher should give her time to the class in drawing, supervising the work and calling attention to mistakes, which would otherwise pass into the construction of the figure and spoil the whole.

(6) Only point out one defect at a time; too many suggestions will confuse and discourage the pupil.

(7) Use soft pencil and seek soft, broad, gray outline, which will produce more natural representation and be better suited to child life and effort.

(8) By careful observation teach the pupils to use the eraser as little as possible.

(9) Only teach such terms as are required by the figures to

be drawn. Require the pupils to use such terms, until they become quite familiar with their meaning.

(10) Encourage the pupils to devise and develop original designs, either by invention or by combining outlines already studied. In this way much interest may be developed and the pupils attracted to the subject.

(11) Endeavor to complete the work in drawing each year, to keep the books free from effacements and to have them ready for the inspector at the time of his visit to your school.

MUSIC

The Course of Study in Music for Rural Schools is intended to encourage the singing of songs and to give pleasure in singing.

Sight Singing, and other practices are intended to secure good reading of music, and better appreciation of good songs.

If schools have not done much music before, the teacher should commence by taking the whole school together in the work outlined for the Primary Class.

In the Second year the whole school should proceed to take the work prescribed for the Junior Class, and so on in rotation, until at the end of four years, the children should have completed the Course.

SONG.—In the First Year songs should be taught by imitation, the teacher patterning clearly and in a manner to maintain the interest of the class. In the Second Year the imitative plan may be combined with frequent use of the modulator. In the Third and Fourth Years the growing ability to read the notation may be used to the full, patterning and modulator work being reserved for unusual difficulties. Aim at pure, sweet tone, good time and tune, clearness of words, and suitable expression.

READING MUSIC.—The Dual Notation Course follows the principles of the Tonic Solfa Method, which is a logically graded plan of presenting the elementary facts of Time, and Tune, and applying them immediately to the more generally used Staff Notation.

Each step in the course should be thoroughly established before proceeding to the next. Any class which has had no previous musical instruction, must commence at the beginning, and proceed by gradual steps herein.

The study of Time and Tune should be closely associated with the songs practised; points of musical value and interest should be seized in the song and applied in the sight-reading practice.

MATERIAL.—The special apparatus required by the teacher

is simple, consisting of (1) a "C" tuning-fork or pitch-pipe; (2) Tonic Sol-fa modulator, Third Step, for Third and Fourth Year Classes,—the earlier Years being engaged in gradually building up the modulator on the blackboard as new tones are learnt; and (3) "Dual Notation Course" (Teacher's Edition.)

MISCELLANEOUS.—(1) *Correct Pitch*. Constant care must be taken that all songs and exercises be sung always at the exact pitch. The key of each is suitable for the child's voice (not the teacher's) and no other is as good.

(2) *Recreative Singing* is valuable and should take place by the combined classes at least once weekly.

(3) *Voice Culture*. Pure, sweet, beautiful tone must be insisted upon at all times, in singing, and also in speaking. Harsh, rough, coarse tone can be eliminated by soft singing of downwards scale passages sung to the vowel sounds, co, oh, aw (as in too, go, law.) *Soft singing* is the best cure for most of the vocal faults which occur in the classroom.

(4) *Breathing*. For suitable exercises see Dual Notation Course—Teacher's Edition, pages 3, 10, et.

(5) *Posture*. The best rules are, chest up, chin down, *back teeth* well apart.

SUPPLEMENTARY.—*Song Collections*. For the purposes of concerts, entertainments and other occasions, the following books contain suitable items:

- (1) "Songs of the British Islands" (Hadow; Curwen.)
- (2) "The National Song Book" (Stanford. Boosey.)
- (3) "Folk Songs of Many Lands" (Curwen.)
- (4) Premier Song Book (Curwen.)
- (5) Melody Song book (Curwen.)
- (6) Songs in the Dual Notation Course.

CLASS I.—(Before Christmas).

SONGS.—(In Unison),—"God Save the King," "Flag Song", and "British Grenadiers" from the *Empire Songster*; also Nos. 2 and 10 from *Graded Song Book* (Part I.)

(After Christmas.)

SONGS.—"Before All Lands", "John Peel", and "All Through the Night", from the *Empire Songster* also Nos. 9 and 19 from *Graded Song Book* (Part I.)

SIGHT READING.—(a) *Tune*.—The tones d m s d' in easy order taught from Blackboard Modulator. Exercises for Teacher's use in Dual Notation Course pages 1 and 2.

(b) *Time*.—Recognition of regularity and accent in Songs.

(c) *Ear Training*.—Sensing “doh”. Teacher sings fragments of Songs and class responds by singing “doh” from Hand Sign.

N. B.—It is essential to establish a feeling for Key. This practice should be continued in *all succeeding classes*.

CLASS II

SONGS.—(a) Songs of Primary Class for recreation.

(b) “O Canada!”, “Lord, while for all mankind”, “Blue Bells of Scotland”, “The Maple Leaf”, “Ever Victorious”, and the “Keel Row”, from the *Empire Songster* also Nos. 14, 28, 31, 38 from *Graded Song Book*, (Part I.)

SIGHT READING.—(a) *Tune*.—Tones d m s d's: Dual Notation Course, pages 1-5. Books used by the class.

(b) *Time*.—One and two pulse tones (Taa and taa-aa) in two, and four pulse measures. Dual Notation Course pages 6-9.

(c) *Ear Training*.—Teacher sings short phrases to laa, ending on d m or s: class to name the last tone. Examples d s m d: s d m s: s m d m, etc. The chord is to be sung first.

An easier form would be for the teacher to sing similar phrases to figures 1, 2, 3, 4, asking for the highest or lowest sound or which was soh me or doh in turn.

CLASS III

SONGS.—(a) Frequent use of songs from previous classes to be sung for recreation.

(b) “My Own Canadian Home”, “Ye Banks and Braes”, “The Harp that Once thro’ Tara’s Halls”, “The Red, White and Blue”, “God Bless our Broad Dominion”, from *Empire Songster* also Nos. 15, 16, 17, 26 from *Graded Song Book*. (Part II.)

SIGHT READING.—(a) *Tune*.—Add r t f l by degrees to the notes already learnt.

(b) *Time*.—Tones and continuations in two, four and three pulse measure. See Dual Notation Course, pages 10-25.

(c) *Ear Training*.—(1) Importance of “doh” as “home” note in every tune, Class hums “doh” as teacher sings a familiar tune, then reverse, (2) Teacher sings phrases

to "laa" ending on any note of scale. Examples: m s d r: s l a f; m s d' t, etc. Class to name the *last* tone. Later similar phrases, class naming the *first* tone. Prove each by modulator. The chord is sung first.

CLASS IV

SONGS.—(a) Songs of previous classes for recreation.

- (b) "Rule Britannia", "Home Sweet Home", "Auld Lang Syne", "Men of Harlech", "Canadian Boat Song", "Heart of Oak", from the *Empire Songster*, also Nos. 6, 7, 30, 31, from *Graded Song Book*. (Part II.)

SIGHT READING.—(a) *Tune*.—The work of Class III, with the addition of fe and ta. See Dual Notation Course pages 54-72.

- (b) *Time*.—Add to the previous year's work taatai, saa, -aatai, and taafe. See Dual Notation Course, pages 23, 26-34, 81-75- 134-136.

- (c) *Ear Training*.—Teacher sings 3 tones stepwise to laa, commencing on d m s or d'. Examples: m r d; s f m; d' t l; s l s, etc.

Answers may be written. Later the tests can be advanced in difficulty by introducing leaps, as: d m r; s m f; s d t', etc., etc. The chord is sung first. Prove each phrase by Modulator.

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SPECIMEN TIME-TABLE

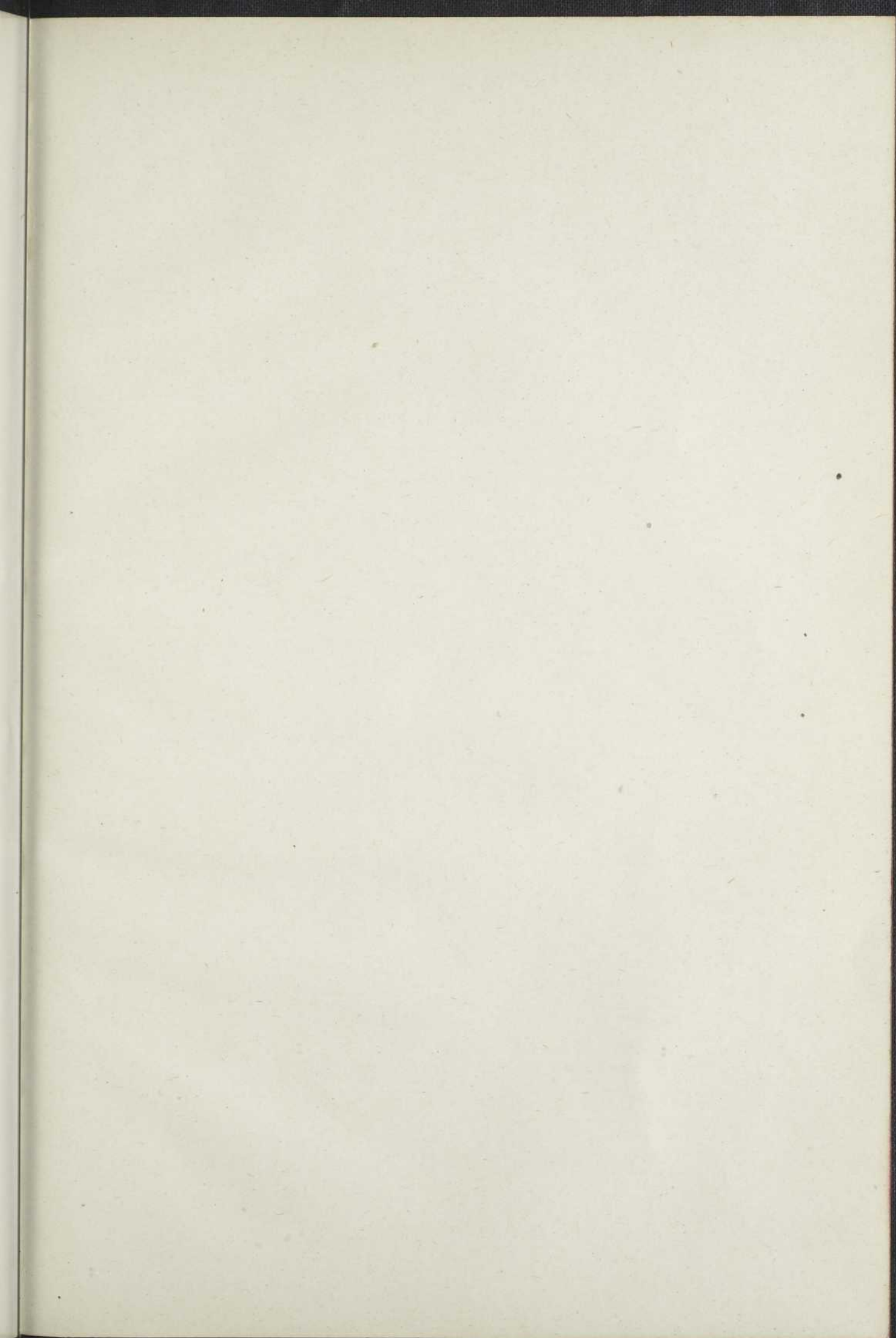
TIME	CLASS I	CLASS II	CLASS III	CLASS IV
9.00— 9.15	Opening Exercises with Singing and Prayer, using the	Scripture prescribed for Cla	sses I and II.	
9.15— 9.30	Expression Work (4), <i>Hygiene</i> (1).	Expression Work (4), <i>Hygiene</i> (1).	<i>Script</i> , (4), <i>Hygiene</i>	<i>Script</i> (4), <i>Hygiene</i> (1).
9.30—10.15	<i>Arith.</i>	<i>Arith.</i>	<i>Arith.</i>	<i>Arith.</i>
10.15—10.30	Reading, (a), (b).....	<i>do.</i>	<i>do.</i>	<i>Dictation</i> (3). <i>Agriculture</i> (2)
10.30—10.40	RECESS			
10.40—11.00	<i>Reading</i> , (a), (b).	Reading and Spelling.	Reading and Spelling	Reading and English (a), (b).
11.00—11.15	Transcription, etc.	<i>Reading and Spelling.</i>	<i>do.</i>	<i>do.</i>
11.15—11.30	<i>do.</i>	Transcription, etc.	<i>Reading and Spelling</i>	<i>do.</i>
11.30—11.45	Number Work.	<i>do.</i>	English (3). Comp. (2).	<i>Reading a</i>), (b), & <i>English.</i>
11.45—12.00	<i>Writing</i> (3), <i>Drawing</i> (2).	<i>Writing</i> (3), <i>Drawing</i> (2)	<i>Writing</i> (3), <i>Drawing</i> (2)	<i>Writing</i> (3), <i>Drawing</i> (2)
12.00— 1.00	NOON HOUR			
1.00— 1.20	<i>Reading</i> (a), (b).	English (3), Comp. (2)	English (3), Comp. (2)	Gram. (a), b(), (3), Comp.(2)
1.20— 1.35	Word Building.	<i>English</i> (3), <i>Comp.</i> (2)	<i>do.</i>	<i>do.</i>
1.35— 1.50	<i>do.</i>	Busy Work	<i>English</i> (3), <i>Comp.</i> (2)	<i>do.</i>
1.50— 2.05	Number Work	<i>do.</i>	Geog. (3), Hist. (2)	<i>Gram.</i> (a), (b), (3), <i>Com.</i> (2).
2.05— 2.15	<i>Physical Culture</i>			
2.15— 2.30	Number Work	Geog. (3), French (2)	<i>Geog.</i> (3), <i>Hist.</i> (2).	Geog. (3), History (2).
2.30— 2.45	<i>do.</i>	<i>do.</i>	French	<i>Geog.</i> (3), <i>Hist.</i> (2).
2.45— 2.55	RECESS.....			
2.55— 3.05	<i>French</i> (b), (2).	<i>Geog.</i> (3), <i>French</i> (2).	French.	French.
3.05— 3.20	<i>Geo.</i> (2), <i>Comp.</i> (2).	Exercises.	<i>do.</i>	<i>do.</i>
3.20— 3.35	Busy Work.	Study.	<i>French.</i>	<i>do.</i>
3.35— 3.50	<i>do.</i>	<i>do.</i>	Study.	<i>French.</i>
2.50— 4.00	<i>Music</i> (3), <i>Nat. Study</i> (2).	<i>Music</i> (3), <i>Nat. Study</i> (2).	<i>Music</i> (3), <i>Nat. Study</i> (2).	<i>Music.</i>

NOTE I.—Subjects in *italics* denote recitation periods.

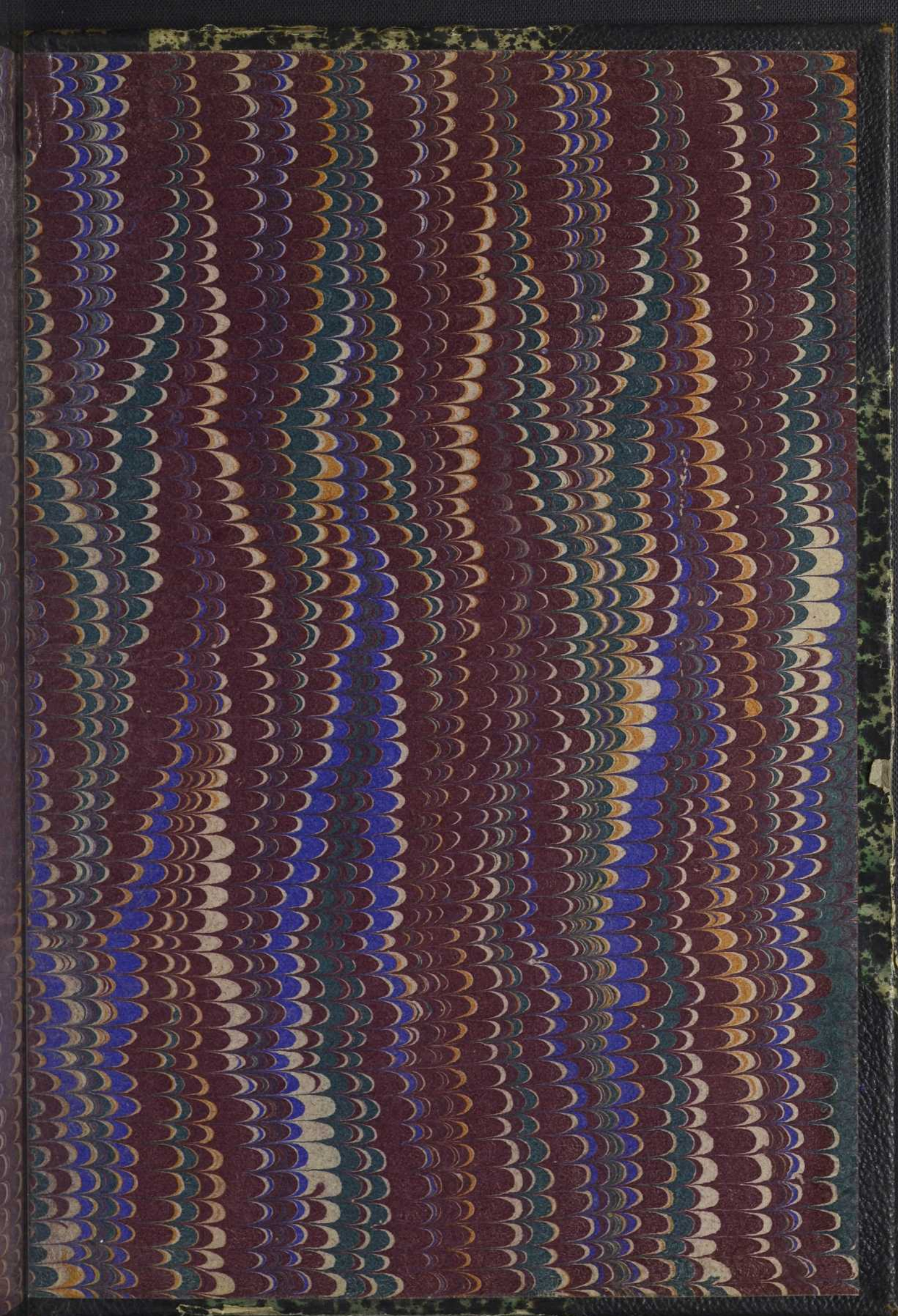
NOTE II.—Figures after the subjects denote number of lessons per week, on alternate days.

NOTE III.—Subjects followed by (1) to be taken on Friday.

NOTE IV.—The letters, (a) and (b) denote that the class may be divided into two groups for the recitation and the time divided between them.







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