THE PROGRAMMES OF STUDY AUTHORIZED FOR USE IN THE
NORTH-WEST TERRITORIES TO 1905 AND THE PROVINCE
OF SASKATCHEWAN TO 1931, AND THE TEXT
BOOKS PRESCRIBED IN CONNECTION
THEREWITH

A Thesis
Submitted to the Committee on Graduate Studies
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by
Gerald James Langley

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Regina, Saskatchewan
May 1, 1944.

G. J. L.
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CHAPTER I

THE PROBLEM

Education in a country is not static. Its problems vary with the conditions and needs of the times. This applies to the determination of Programmes of Study and text books as well as to administrative and financial problems. Examination of the Programmes of Study as they exist in our schools today will reveal much, but no Programme of Study can show the trend of evolution that brought it to its present form. Herein lies the value of historical research, for it brings to light the discarded and forgotten features that played so great a part in educational development.

Educational theory may run far ahead of material progress. Pioneer conditions in the Territorial days placed many obstacles in the path of the practical application of educational policy as envisioned by the early educational administrators. Yet, the zeal with which they set out to overcome these obstacles is worthy of the highest praise. The building of Programmes of Study suited to the needs of the children of the Territories, and within the power of the many untrained and inexperienced teachers to teach was not accomplished in a day. Indeed, a Programme of Study can never reach a final form. Changing cultural, social, and economic conditions necessitate its constant revision. It must grow
with the community. So rapid was the growth of the Canadian West that educational authorities were hard pressed to keep their educational system in tune with the times. There is little wonder that Courses of Study as at present constituted bear such little resemblance to those used in pioneer days. Nevertheless, a study of the successive revisions made in the intervening years reveals the logical development of the former.

Programmes of Study must undergo continuous changes. Progress will result only if such changes continue the development of the programme in the right direction. This direction is revealed by a study of former Programmes of Study. Viewed in this light, historical research takes on added significance.

Statement and Delimitation of the Problem

The purpose of this study is to record the growth of the Programmes of Study authorized for use in the Public Schools, Secondary Schools, and Normal Schools in the North-West Territories to 1905 and the province of Saskatchewan to 1931, and to list the text books prescribed for use in connection therewith. The Programmes of Study authorized before 1912 are treated in much greater detail than those following, as until that date copies of the Programmes are not readily available. To continue to treat all subsequent changes in
such detail would result in a volume far too extensive for a study of this nature.

Though the regulations accompanying all Programmes have not been listed, every effort has been made to include all regulations having a definite bearing on the content of any Course of Study.

Survey of Related Literature

Though there are many books and studies dealing with the development of Saskatchewan's educational system, none of these has attempted to give a coherent picture of the evolution of our present Programmes of Study.

Walter C. Murray¹ has dealt with the development of educational institutions in the area now called Saskatchewan, and E. H. Oliver² makes reference to educational developments in Alberta and Saskatchewan to 1912. Neither however, make claim to any exhaustive research.

Two histories of the North West, one by Alexander Begg³ and the other by N. F. Black⁴ contain sections devoted to the story of early educational progress. Most of the information

¹Adam Short and Arthur G. Doughty, Canada and its Provinces, Volume XX, pp. 451-474.
²Ibid., Volume XIX, pp. 147-280.
³History of the North-West in Three Volumes.
⁴History of Saskatchewan and the Old North-West.
therein is from an analysis of the School Ordinances and Reports of the Territorial Board of Education. An excellent description of the Programmes of Study in effect in 1896 is given by D. J. Goggin in an article entitled "The Educational System of the Territories."

Several research students have written theses dealing with the development of educational institutions in Western Canada. Of these, M. P. Toomb's treatment of the subject stands out as the most scholarly, but his study ends at the formation of the province in 1905. W. H. Waite and J. D. Denny each deal with educational development in Saskatchewan after its formation in 1905. I. Goresky deals with educational development from the beginning of the Territorial period, but makes particular reference to the province of Alberta. The content of these last three is based chiefly on an analysis of Dominion and Provincial Statutes, Territorial Ordinances and Annual Reports of various bodies charged with educational administration.


Two surveys of the Saskatchewan educational system, one by The Saskatchewan Educational Commission\(^{10}\) and the other by Foght\(^{11}\) in 1918, refer to the Programmes of Study as they existed at the time the survey was made. Neither of these surveys makes any attempt to consider the situation from an historical point of view. The former deals particularly with Programmes of Study as related to agricultural and industrial education. The latter, though it says little of the Public School curriculum, gives an excellent criticism of the Courses of Study as followed in the Secondary Schools and Normal Schools in 1917.

Background of the Problem

Until the first school ordinance\(^{12}\) of 1884, there was no central authority controlling the schools in the North-West Territories. Three organizations, the Hudson's Bay Company, the Roman Catholic Church and the Anglican Church, organized schools in the Territories, but there is no indication that any standard of achievement or series of text books were common to any two schools, even under the same

\(^{10}\)Report of the Saskatchewan Educational Commission on Agricultural and Industrial Education, Consolidation of Schools, Training and Supply of Teachers, Courses of Study, Physical and Moral Education with Recommendations, 1915. This Commission was appointed under an Order in Council of May 9, 1912.

\(^{11}\)Foght, A Survey of Education in Saskatchewan, 1918.

\(^{12}\)Ordinances of the North-West Territories, No. 5 of 1884.
authority.

The Hudson's Bay Company's policy on education appeared to have originated with the necessity of maintaining friendly relations with the Indians, of keeping up the morale of the Company's servants, of encouraging honesty and fair play in trade relations, of educating the half-breed children in the ways of the white man, of maintaining harmony in the Red River Colony, and of preserving for the Company the respect of all. 13

Wherever possible, the Company, in arranging for instruction to the natives, employed,

... instruments fitted for the purpose; and on this principle they have employed the agency of the Church Missionary Society and Wesleyan Missionary Society for the conversion of the natives, and a Roman Catholic Missionary Society for the religious instruction of that portion of the mixed race, who, being of French descent, have been brought up in the faith of the Church of Rome. 14

To facilitate the teaching of the Cree Indians, Rev. James Evans, a Wesleyan Missionary, invented a Cree syllabic system of writing. It was used by missionaries of all religious denominations.

The Company followed a different policy in providing educational facilities for children of the Company's officers. Wallace 15 states that:

The Education of the more respectable families, particularly those of the Company's officers, is well provided for in an institute of great merit; the gentleman who presides over it being in every way qualified

13 Correspondence Relative to Complaints of the Inhabitants of the Red River Settlement, pp. 21-2.

14 Ibid., pp. 21-2.

for the important trust. The different branches of mathematical and classical learning are taught in it, and the school has already procured some excellent scholars. In addition to more useful branches of female education, the ladies are taught music and drawing by a respectable person of their own sex.

It is only natural that the schools organized by the various missionary societies should stress religious instruction based on the Catechisms of their respective religious denominations. Other subjects were not neglected, however. John McLean,\textsuperscript{16} in speaking of the Wesleyan Mission at Norway House, called Rossville, states that:

In the school the children were taught reading, writing and arithmetic, and as James Evans was a good musician, he trained them to sing hymns that he translated into their language.

and on another occasion, says:\textsuperscript{17}

at an examination of the school, attended by George and John W. McDougall, Chief Factor William J. Christie and Mr. Hardestry, the native scholars surprised the visitors by their attainments in reading, writing, spelling, geography, arithmetic, and Bible History.

It is interesting to note that Evans used the Cree Syllabic System in teaching reading and writing.

It is very probable that the subjects taught in the school at Norway House were typical of those taught in other Mission Schools in the West.

By establishing convent schools, the Roman Catholic Church attempted to remove the Indian children from their


\textsuperscript{17}\textit{Ibid.}, p. 40.
native environment. The instruction was not always limited to the elementary level, for, on May 25, 1821, the schools at Pembina under the direction of Mr. Sauve had, "even six scholars studying Latin Grammar."\(^{18}\)

By 1873, another agency, the local community, had begun to enter the field of education. The communities, with their steadily increasing population and growing need for local schools, took the initiative in their establishment. As each school was organized and operated independently there could be no uniformity of Programmes of Study or text books. The teachers of these schools were forced to use those text books which were available.

The teacher in charge of each school probably used a modified form of the Programme of Study in use in the province in which he had received his Normal School Training. Reports of the Inspectors of schools state that some teachers continued to do this\(^{19}\) even after the Programme of Studies had been prescribed by the Board of Education in 1888.

From 1885 to 1902 control of Education in the Territories was in the hands of a Board of Education\(^{20}\) appointed by the Lieutenant-Governor in Council.\(^{21}\) The fact that nearly all


\(^{19}\)Report of the Department of Education for the North-West Territories, 1903, p. 47, p. 53.

\(^{20}\)Ordinances of the North-West Territories, No. 3 of 1885, s. 1.

\(^{21}\)Ibid., s. 5.
of the text books first authorized by the Board of Education were the same as those in use in Eastern Canada indicates that these text books were most likely already in use in most schools.

The first school ordinance,22 passed in 1884, was inoperative, as the fact that the Territorial Council did not have the power to tax areas not formed into electoral districts23 prevented the putting into effect of those clauses giving aid to schools. This difficulty was removed24 in 1885. The school Ordinance25 was amended in 1885 and went into effect April 1, 1886. On that date a uniform educational programme in the North-West Territories came into being.

In 1892, the Board of Education was replaced by a Council of Public Instruction consisting of the Executive Committee and four persons, two Protestants and two Roman Catholics.26 It had the authority to appoint a Superintendent of Education, who was also to act as Secretary to the Board.27

As the work of administering educational affairs became

22 Ordinances of the North-West Territories, No. 5 of 1884.
24 Ibid., p. 67.
25 Ordinances of the North-West Territories, No. 3 of 1885.
26 Ordinances of the North-West Territories, No. 22 of 1892, s. 5.
27 Ibid., s. 6.
more and more complex, the responsibilities involved became too great for the Council of Public Instruction. Consequently, in 1901, a Department of Education\(^{28}\) was formed. This Department was on a par with other public service departments of the government. A member of the Executive Council was appointed to discharge the function of the Commissioner of Education. The same Ordinance\(^{29}\) created an Education Council consisting of five persons, at least two of whom were to be Roman Catholics, appointed by the Lieutenant-Governor in Council. To this Council all general regulations respecting, among other things, text books and Programmes of Study, were to be submitted for its criticism and report. The Education Council was still in existence in 1931.

The Department of Education continued to be one of the public service departments after the formation of the Province of Saskatchewan in 1905. Its duties and powers have remained for the most part, unchanged, though commencing in 1909 the Commissioner of Education was called the Minister of Education.

Method and Sources

Sources of information concerning text books and Courses of Study authorized for use in the Territories and Saskatchewan

\(^{28}\)Ordinances of the North-West Territories, Chapter 29 of 1901, s. 3.

\(^{29}\)Ibid., s. 8.
are limited. The only reliable information concerning these must come from one or all of these four sources: (1) Regulations of the various bodies charged with the prescribing of text books and the construction of Programmes of Study; (2) Annual reports of such bodies; (3) The Programmes of Study themselves; (4) Circulars issued to teachers and students regarding text books and Courses of Study.

Some of the above-mentioned sources are not readily available. For the benefit of research students who wish to refer to the above sources the following information is given: A copy of the first Programme of Study, adopted March 15, 1888, appears in a Return to an Address of the Senate dated 9th April, for copies of all School Ordinances, etc., in reference to the establishment, maintenance and administration of schools in the North-West Territories since 1885.\(^{30}\) The report of the Council of Public Instruction from 1892 to 1894 has recently been found\(^{31}\) in its original form and is now in the Legislative Library at Regina; a scrap book containing all publications authorized by the Department of Education from 1901 to 1915 is in one of the vaults of the Department of Education at Regina.

The method followed in the preparation of this study is documentary analysis. The programmes of study have been dealt with in chronological order, first for Public Schools, then

\(^{30}\)Sessional Papers of Canada, No. 40 c, 1894.

\(^{31}\)Sessional Papers of the North-West Territories, No. 9, 1894.
for Secondary Schools and lastly for Normal Schools.

To avoid confusion resulting from the fact that the school year does not coincide with the calendar year, the following method of dating has been used throughout: the year 1907 refers to the school year commencing with the fall term of 1907.

Summary

A programme of studies is the result of years of development in education. Historical research in education is necessary to supply a general picture of such development. Though several authors have written of the growth of educational institutions in the Territories and Saskatchewan, there has as yet been no research dealing directly with text books and Programmes of Study. Until 1886 there was no uniformity of text books or curricula in the schools of the Territories. Since that date the Board of Education, the Council of Public Instruction and the Department of Education have successively performed the duty of prescribing text books and Courses of Study. The purpose of this study is to record the growth of the Programmes of Study authorized for use in the Public Schools, Secondary Schools, and Normal Schools in the North-West Territories and Saskatchewan to 1931 and to list the text books prescribed for use in connection therewith.
CHAPTER II

PUBLIC SCHOOL PROGRAMMES OF STUDY

Programmes of Study from 1885 to 1894

The School Ordinance\(^1\) of 1885 created a Board of Education\(^2\) consisting of two Protestants and two Roman Catholic members and the Lieutenant-Governor as Chairman. The Board, in considering matters relating to text books and programmes of study, resolved itself into two sections, the Protestant section and the Roman Catholic section.\(^3\) A part of the duty of each section was to select all text books, maps, and globes to be used in the schools under its control.

The Board (of Education) meeting March 12, 1886, adopted a list of text books to be used. Each section of the board authorized its own text books. In the Roman Catholic section the books prescribed were divided on the basis of elementary, intermediate and superior, but the grades included in these divisions were not indicated.\(^4\)

The books authorized were as follows:

Protestant.

English.

Canadian Readers published by W. J. Gage & Co.,
Toronto.

1st Primer
2nd Book 3rd Book
4th Book 5th Book
6th Book

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\(^{1}\)Ordinances of the North-West Territories, No. 3 of 1885.

\(^{2}\)Ibid., s. 1.

\(^{3}\)Ibid., s. 5 ss. 1, 3.

Gage's Practical Speller
Morrison's English Composition
Miller's Swinton's Language Lessons
Mason's Outlines of English Grammar
Mason's Advanced Grammar
Spalding's English Literature

Geography and History.
Page's Physical Geography
Gage's Map Geography
Creighton's Epoch Series of English History
Hughe's Canadian History
Freeman's Europe

Mathematics.
Kirkland and Scott's Elementary Arithmetic
Hamblin and Smith's Elementary Arithmetic
McLellan's Mental Arithmetic
Hamblin Smith's Elementary Algebra
Pott's Euclid, Books I and II
Hamblin Smith's Geometry, Books I and II
Gage's Standard Bookkeeping

Writing and Drawing.
Gage's Copy Books
Walter Smith's Primary Drawing Cards
Walter Smith's Intermediate Drawing Books

Music.
Campbell's Canadian School Song Book
Mason's National Music Readers, 1st, 2nd, 3rd, and 4th.

Agriculture.
Agricultural Class Books, Published by the Irish Commissioners of National Education.

Roman Catholic.
Primary Course.
Primer
1st Book Metropolitan By the Brothers of the Holy Cross.
2nd " "
3rd " "
4th " "
5th " 
Lennie's Grammar Principles
Primary Geography Christian Brothers of Montreal.
Sacred History "
History of Canada "

Spelling Charts Board of Education, Prov. Quebec.
Butler's Catechism "
Intermediate Course.

Metropolitan Grammar
Int. to Commercial Arithmetic T.P.B. Sadlier
Intermediate Geography T.P.B. Christian Brothers
History of Canada T.P.B. Christian Brothers
Lynch's Catechism Sadlier
Ryerson's Agriculture Copp Clark Co., Toronto.
Webster's Dictionary

Superior Course.

Barnes Grammar

Commercial Arithmetic T.P.B. Christian Brothers.
Illustrated Geography (20 maps) Christian Brothers.

Todhunter's Euclid

Catechism of Perseverance

The importance attached to the use of text books in the schools is evident since the Board of Education authorized the text books to be used in the schools before planning a programme of studies. The books themselves apparently comprised the complete programme. The only subject of importance that was not provided for in the list of text books was Hygiene, or Health Education. Most of the books prescribed by the Protestant section of the Board were already in use in Ontario. The Roman Catholic section of the Board selected books already in use in Quebec. As no text books were prescribed on the subject of Hygiene in Ontario until 1887, it is not difficult to understand their omission in

the Territories.

The Board left the classification of the pupils and time allotment of the subjects of study entirely in the hands of the teacher, except for one regulation which stated,

The Board attached great importance to the school "Time Table." Reading, Writing and Arithmetic are to be taught at least once every day to every child of the age of seven years and over. There is no objection to drawing being alternated with writing, once during the week.

The Ordinance of 1885 forbade the use of any text books other than those prescribed by the Board of Education and made it a duty of the Inspectors of Schools to see that this regulation was followed. It also made it a duty of the local board of trustees
to provide from the funds of the district books and slates for use of the children within the district and attending school, whose parents are unable, through poverty, to procure the necessary books and slates for them, the rights to such books and slates to rest in the school district.

Provision was made for religious instruction in the schools, but it was subject to limitations.

No religious instruction, such as Bible reading or reciting, or reading or reciting prayers, or asking questions or giving answers from any Catechism shall be permitted in any public school of the North-West Territories from the opening of such school at 9 o'clock in the forenoon until the hour of 3 o'clock in the afternoon, after which time any such instruction, permitted or desired by the trustees of the district may be given.

The sections following stated that any child was to be

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6Report of the Board of Education for the North-West Territories, December, 1885, p. 11.
7Ordinances of the North-West Territories, No. 3 of 1885, s. 82, ss. 5.
8Ibid., s. 61, ss. 7.
9Ibid., s. 78.
allowed to absent himself from any such classes without loss of privilege or disadvantage to himself.\(^{10}\)

The above regulations concerning religious instruction in the schools are still in effect, though the wording of the clauses in the School Ordinances making provision for religious instruction in the schools has been slightly changed. Bishop Knowles, of the Qu'Appelle diocese (Anglican), who was teaching in the territories from 1892 to 1905, reports that the majority of school districts took advantage of every opportunity to have their children given religious instruction. In his travels from district to district he says he found that a Clergyman was welcomed to give instruction in almost every Protestant district he visited, regardless of the religious denomination of the majority of the people of the district.

Programme of Study Authorized 1888. The School Ordinance of 1888 made the teaching of Reading, Writing, Orthography, Arithmetic, Geography, Grammar, History of Britain and Canada, and English Literature compulsory in all schools. It also made the teaching of Manners and Morals, the Laws of Health, and Physical Exercises a part of the school teaching programme during the entire school course, but the instruction was to be introduced incidentally to the other school subjects. To guard against the

\(^{10}\)Ibid., s. 79-80.

\(^{11}\)Ordinances of the North-West Territories, Chapter 59 of 1888, s. 82.
perpetuation of foreign communities where few, if any, of
the residents could speak English, the same Ordinance required
the trustees of all schools organized under the ordinance to
cause a primary course of English to be taught.\textsuperscript{12}

The revised Ordinance left the Board of Education with
the same powers as before in regard to the selection of text
books and the authorization of programmes of study.

The Board made a few changes in the list of authorized
text books, but both the Protestant and Roman Catholic sections
of the board adopted for use in the schools under their
respective control a complete outline of a programme of study.
The programmes of study were passed at a regular meeting of
the board on March 15, 1888. They are the first programmes of
study\textsuperscript{13} authorized for use in the schools of the North-West
Territories.

It will be noted that both the Protestant and Roman
Catholic programmes of study include a wider range of subjects
than the minimum requirements of Reading, Writing, Orthography,
Arithmetic, Geography, Grammar, History of Britain and Canada,
and English Literature. In the Protestant schools there still
was no provision for the teaching of Hygiene other than as
incidental to the teaching of the prescribed subjects of in-
struction.

The programmes of study reflect the basic philosophy of
education of the time, that the memorizing of facts, rules and
definitions—the amassing of knowledge—should occupy practically
100\% of the pupils' time in the school, even in

\textsuperscript{12}Ibid., s. 82.

\textsuperscript{13}Programmes of Study for Protestant and Roman Catholic Schools
of the North-West Territories authorized 1888. Appendix A.
the elementary grades. For example, in Spelling, the primary students were expected to master all words used in their readers; in mathematics, the learning of simple rules and ability to do arithmetic problems mentally was emphasized; and in grammar, a knowledge of parsing and analysis was required.

In the programmes of study for use in Protestant schools the courses in Composition, Arithmetic, Ethics, Grammar, Geography, Bookkeeping, Object Lessons, Drawing, Music, and Calisthenics were very briefly outlined. The courses in Reading, Spelling, Writing, History, Algebra and Geometry were taken directly from the prescribed text books. It is obvious, however, that the content of the former group was greatly influenced by the nature of the prescribed text books.

To assist teachers in the organization of their work the Protestant section of the Board stated the percentage of time to be devoted to the teaching of each subject. These percentages are given in the two columns on the extreme right of each page of the programme of study. Two columns are necessary, one for use in schools where the full course was being taught, and the other for schools where only a part of the course was being taught. The partial course was intended for use in schools open only a part of the year, and included only those subjects considered as essential, while the full course included the optional subjects - Grammar, Geography, History, Bookkeeping, Object Lessons, Drawing,
Music, and Algebra and Geometry.

The Roman Catholic section of the Board of Education outlined the courses in Composition only. The courses prescribed in Reading, Spelling, Grammar, Geography, History, Arithmetic, Religion, Writing, Music, Drawing, Hygiene, Literature, Algebra, Geometry and Botany are merely the contents of prescribed text books.

In schools in French settlements where the children were unable to speak English, instruction in the French language was permitted. Though there were many foreign-speaking communities other than French, this privilege was not extended to them. To provide for such schools where the language of instruction was French, the Roman Catholic section of the Board included a course of study in the French language, with an accompanying list of authorized text books.\textsuperscript{14} With the following exceptions, the course was identical with the English course.

1. The \textit{Monpetit ou Freres des Ecoles Chietiennes} replaced the \textit{Metropolitan Readers}, Dominion Catholic series.

2. The Spelling course was selected words from the authorized Readers.


\textsuperscript{14}See Appendix A.
the Christian Brothers, and Grammaire Francaise, by les Freres des Ecoles Chietiennes, replaced Mason's Elementary, Intermediate, and Superior Course Grammars. (4) Butler's Catechism was replaced by Chatechisme de Quebec, and the History of the Bible by Gaume's Chatechisme de Perseverance. (5) No course was prescribed in Hygiene in the French language. (6) Todhunter's Algebra was replaced by Eysseric et Pascal.

Amendments in 1890. No basic change was made in these programmes of study until the Council of Public Instruction issued a complete new programme of study in 1895. The Board of Education did, however, make minor additions and changes in 1890.15

The Arithmetic course in Standard I was made more definite by adding the words "mentally, and in addition and subtraction on slates," after the words, "multiplication and division," in Part I, and by adding the words, "mentally, and in addition, subtraction and multiplication on slates," after the words, "simple rules," in Part II.

English History in Standard IV was discontinued, leaving Canadian history the sole topic of study in History in that Standard. The Bookkeeping course in Standard IV was made more extensive by the addition of single entry bookkeeping.

The Standard IV Geography course was completely changed,

15Amendments to the Programmes of Study for Protestant and Roman Catholic Schools of the North-West Territories authorized 1890. Appendix B.
the study of Canada and general Geography replacing the study of Europe, Canada, and U.S.A., and in Standard V, the study of Geography was continued from Standard IV.

Some additions were made to the Standard V course. Drawing was added as a subject of study, but the content of the course was not outlined. The Algebra course was made more definite by the statement that the prescribed text book to the end of simple equations was to constitute the course, while Geometry was made a separate subject, Euclid, Book I, with easy deductions, constituting the course.

Literature was added to the course in Standards IV and V. It included selections from the Fourth Reader in Standard IV and from the High School Reader in Standard V. The latter replaced the Fifth Canadian Reader.

At the suggestion of The Honourable Joseph Royal, L.L.D., Lieutenant-Governor of the North-West Territories, Agriculture was also added to the course in Standards IV and V, but the only guidance given teachers as to the content of the courses was the statement in Standard IV, "Subject commenced" and in Standard V, "subject continued."

Needlework, at the discretion of the trustees, could be made a subject of instruction in any or all Standards, but for not more than one hour per week.

All the above changes and additions were made in the programme of study for schools under control of the Protestant

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16 Report of the Board of Education for the North-West Territories, September, 1890, p. 5.
section of the Board. The Roman Catholic section of the Board made no changes in their programme of study as issued in 1888, but added Agriculture to the subjects of instruction in the Intermediate and Superior grades. The Ontario Public School Agriculture was the text book prescribed.

The Ordinance of 1892. By the Ordinance of 1892 the Board of Education was abolished, and with it went the dual programmes of study and different sets of text books in Protestant and Roman Catholic Schools. As Toombs says,

The School Ordinance of 1892 ushered in a policy of unified control in school administration. The policy of separate administration of Protestant and Roman Catholic Schools had been initiated in the Ordinance of 1884, elaborated upon by the Ordinance of 1885, and maintained by the Ordinances of 1886, 1887 and 1888. The first concrete evidence that a change in the educational administrative policy was actually taking place, was embodied in the amendments to the school Ordinance in 1891-2. Under the changed law, the Lieutenant-Governor in Council had the power to appoint inspectors of schools and a general board of examiners during pleasure. This was merely the prelude to the basic changes of December, 1892. By this Ordinance, the whole structure of the administrative policy, introduced in 1884 and 1885, was swept away.

Instead of a Board of Education, divided into Protestant and Roman Catholic sections, each with independent powers of administration, there was to be a Council of Public Instruction. This Council was to consist of the members of the Executive Committee, one of whom was to be Chairman, together with four persons, two of whom were to be Protestants and two Roman Catholics; these latter members were to be appointed by the Lieutenant-Governor in Council, but they were not entitled to vote.

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17 Ordinances of the North-West Territories, No. 22 of 1892.

The duties of the Council of Public Instruction, (which now became synonymous with the Government), were to appoint examiners; to make and establish rules and regulations; to determine the certification of teachers; to select, adopt, and prescribe text books to be used in the Public and Separate Schools; and arrange for the proper training, examination, grading, and licensing of teachers.

The Lieutenant-Governor in Council was to appoint a Superintendent of Education for the Territories, who was also to be Secretary of the Council of Public Instruction. The duties of the Superintendent were carefully defined. He was the chief administrative officer, charged with the duty of executing the principles inaugurated by the Council of Public Instruction.

The new administrative policy raised a storm of protest from the Roman Catholic Minority. The abolition of the Board of Education caused the Catholic clergy to feel that their rights, which had formerly been safeguarded, were now to be sacrificed. Petitions were circulated among the Roman Catholic School Districts, setting forth, in elaborate detail, the Catholic objections to the 1891 Ordinance and to the Regulations of the Council of Public Instruction, and asking for an immediate disallowance by the Dominion Government, or, failing that, requesting that the federal authority order the Legislative Assembly, to repeal or amend the 1892 School Ordinance. These petitions, about nineteen in number, were forwarded direct to the Governor General in Council.

The petitions outlined Catholic objections to the changed policy: (1) every teacher had to attend a normal school; this was unjust because the two teaching orders of the Catholic Church, The Faithful Companions of Jesus and the Sisters of Charity (Grey Nuns), had extensive training in their own institutions, and the rules of their orders forbade their living elsewhere except in community in a house of their order; (2) a uniform course of instruction and a uniform selection of text books was prescribed; these text books were highly objectionable; (3) no provision was made for separate Catholic normal schools.

The protests of the Roman Catholic people did not result in a reverting to the former dual system of control of the schools. The replies to the charges made in the
petitions submitted by the Roman Catholics contain definite statements concerning the changes made in text books and curricula between years 1888 and 1894. These replies contain the only evidence concerning the work of the Council of Public Instruction in its first two years of operation, as no annual reports were published by the Council until 1894. That no changes were made in the programmes of study is indicated by the following:

Extract from a Report of the Committee of the Honourable Privy Council, approved by his Excellency on the 5th of February, 1894.

It appears on the contrary that in all the subjects mentioned and set out in the programme of studies and list of books prescribed by the Roman Catholic section of the Board of Education and passed March 15th, 1885, namely, reading, spelling, grammar, composition, geography, history, arithmetic, religious instruction, and literature, with the exception of the Metropolitan Readers, no change has been made whatever by any regulations of the Board of Public Instruction. 19

Minor changes were made in the authorized text books, however, as is indicated in a letter to His Excellency the Governor General of Canada, dated January 4, 1894.

The only change of text books for these schools since 1888 was made at the last general meeting of the Council of Public Instruction held in June 1893. At that meeting and with the approval of the Reverend Father Caron, a Roman Catholic member of the Council, a uniform series of text books for all Schools was prescribed, with one exception.

At the Reverend Father Caron's request, Roman Catholic Schools were allowed to use as optional text books the Roman Catholic Readers in the primary classes.

19 Sessional Papers of the North-West Territories, No. 9 of 1894, MS.
The only School text books in our programme which could possibly excite controversy are the Readers and Histories.

In History, the text book, under the new regulations is Buckley and Robertson's History of England and Canada. This book was already prescribed by the Board of Education having been considered unobjectionable by the Roman Catholic Section and was in use before the late regulations and the Ordinance of 1892 came into force.

The Readers, above the primary ones, are the Ontario series which were already actually used in a number of Roman Catholic schools in the Territories and are allowed in the Separate Schools of Ontario, where text books "offensive to Roman Catholics" are not usually prescribed. 20

An additional statement concerning text books was forwarded to His Excellency, The Governor-General of Canada, on January 12, 1894 by Haultain.

Instead of using the word "prescribed" I should have said "Determined upon." As a matter of fact the only changes in the text books for Roman Catholic Schools actually made by the Council of Public Instruction are the changes set forth in the explanatory Circular of the 30th of September, 1893, a copy of which is hereto attached. I have already referred to changes in text books prescribed for examination for teachers Certificates and in this letter deal only with the question of school text books.

The changes indicated in the Circular of the 30th of September, are the only changes in Roman Catholic School text books which have been made since 1888. The effect of that circular is,

1. To strike from the list of books for Roman Catholic Schools the Metropolitan series of readers.
2. To prescribe for all Standards above Standard II the Ontario Readers.
3. To continue for Standards I and II the Dominion series of Readers, the text books already in use under the Regulations of the Roman Catholic section of the Board of Education, the Ontario Readers being only made optional in these Standards.

20 Ibid.
(4) To allow the Ontario Bilingual Readers to be used in French-speaking Districts under the conditions set forth in the circular.

In abolishing the Metropolitan series of Readers the example of the Roman Catholic Committee of the Council of Public Instruction of the Province of Quebec was followed. At a sitting of that body held on the 20th of May, 1892, His Eminence Cardinal Taschereau in the chair, among the books struck from the list of books approved for use in Roman Catholic Schools in the Province of Quebec were the Metropolitan 1st, 2nd, 3rd and 4th. Readers.21

The above quotations show that the objections of the Roman Catholics were founded more on changes that might be made than on changes that had been made. Up to 1894 the only text books that had to be changed in Roman Catholic schools were the substitution of the Ontario Readers for the Metropolitan Readers in Standards III, IV and V.

The 1895 Programme of Study

The Council of Public Instruction did make a major change in the programme of study in 1895. On July 1 a complete programme of studies22 for use in all Public Schools of the North-West Territories was issued. Except for minor changes, this programme remained in use until 1907. It contains very little besides the outline of the content of each course, though some of the subjects are introduced by a brief summary of the aims and methods to be followed in their presentation, and in several instances a teacher's reference book is suggested. The work in each subject is divided into Standards,

21Ibid.

22Programme of Study for Schools of the North-West Territories Authorized 1895. Appendix C.
as in the programme of study issued by the Protestant section of the Board of Education in 1888. The Standards from I to V were the Standards of Public School level.

The subjects in the new course of study vary little from those in the previous course. Though Writing is omitted as subject in the new programme, it continued to be a subject of instruction. Dr. Goggin, Superintendent of Education, indicates this in stating that the vertical system of writing is used. Bookkeeping and Object Lessons were dropped entirely in the new programme, as was also Calisthenics, but the latter was provided for in a new subject of instruction, Hygiene and Physiology. The teaching of matters pertaining to the health of the children was no longer incidental instruction.

The subject "Manners and Morals" takes the place of "Ethics" in the former programmes. The inclusion of this subject in the programme brought favourable comment from the editor of the London Journal of Education, in an article on the schools of Great Britain, as did also the subjects "Temperance, Drawing, and Agriculture."

No mention of Religious Instruction is made in the new programme. As religious teaching in the schools was a matter that rested with the local school trustees, the content of such instruction was also left for the local authorities to determine.

23 Report of the Council of Public Instruction of the North-West Territories, 1900, p. 23.

There is no doubt whatever that the new programme was a big improvement over the old. It did not introduce many new features but it did place emphasis on certain matters that were of great importance. The statement of the aims to be kept in mind in the teaching of each subject form a very apt introduction to the content of each subject. The inter-relation of the subject matter of the various subjects is indicated in several places in the programme. The use of material on History, Geography, Nature Study and Literature as Supplementary Reading material; the statement that Composition should be based on thoughts evolved in the teaching of Geography, Literature, History, Agriculture, etc.; the association of History, with Geography and Literature; the connection of Language, Drawing and Geography with Nature Study and Agriculture; the drawing on Nature Study, Geography, etc., for data for Arithmetic problems; all these indicate that the programme of study was not intended to be an outline of several isolated subjects. Clearly, its makers meant it to form a unified series of experiences related to the whole life of the child.

The greater detail of the subject matter content of the several subjects is at once obvious. Its influence on the teaching of the subjects is indicated in the Inspectors' reports from year to year. For instance, the course in Composition is outlined in vague generalities. This course is mentioned as being poorly taught on more occasions than all
the other subjects combined. Dr. Goggin,\textsuperscript{25} in 1901, and Inspector Ball,\textsuperscript{26} in 1906, both referred to the need of text books for Composition in elementary grades. The course in Geography was outlined in detail. On several occasions the Inspectors of Schools report that too much attention was given to detail in the teaching of that subject.

Though no change was made in the authorized courses of study, picture appreciation had begun to find its way into the schools by 1898. Its introduction was made through the Normal Schools. Teachers in training were encouraged to include picture appreciation as a part of the Drawing course. A word of explanation concerning the Drawing course is necessary, for the meaning of the course as stated in the programme of studies, is not at first-sight apparent. The course was more of a course in mechanical drawing than in art or sketching. Some Inspectors complained that a few teachers were allowing the pupils to draw pictures of the geometric solids. Hence, they said, "Drawing as an exact medium of expression was being neglected."

In 1898 Dr. Goggin,\textsuperscript{27} submitted an outline of a course in Domestic Economy and Hygiene. Though he strongly advocated the introduction of such a course into the schools of the

\textsuperscript{25}Ibid., p. 37.

\textsuperscript{26}Report of the Department of Education for the Province of Saskatchewan, 1906, p. 34.

\textsuperscript{27}Report of the Council of Public Instruction for the North-West Territories, 1898, pp. 20, 21.
Territories, the Council of Public Instruction took no steps to make it a part of the course of study.

The only three changes made in the programme of studies between 1895 and 1907 are listed below:

(1) In 1898 the Music course was changed.\(^\text{28}\) The former course was reverted to in 1901. No indication as to the reason for the change was given, nor was there any apparent reason for reverting to the original course. The new course was much more complete.

(2) In 1901 Spaldings' *Introduction to Botany* was added as a teacher's reference book for Nature Study and Agriculture.

(3) The programme of study for Standard V was revised in 1903.\(^\text{29}\)

By the Ordinances\(^\text{30}\) of 1901, the Council of Public Instruction ceased to exist. On September 1, 1901, the control of all matters pertaining to schools and school districts was handed over to the newly-formed Department of Education. The head of the Department was known as the Commissioner of Education. He was also a member of the Executive Council.\(^\text{31}\)

\(^{28}\)Music Course Substituted in the 1895 Programme of Study from 1898 to 1900. Appendix D.

\(^{29}\)Programme of Study for Standard V, authorized 1903. Appendix I

\(^{30}\)Ordinances of the North-West Territories, Chapter 29 of 1901.

\(^{31}\)Ibid., s. 3-7.
The Ordinance also provided for an Educational Council.\textsuperscript{32} It was to consist of five members, at least two of whom were to be Catholic, all to be appointed by the Lieutenant-Governor in Council for a period of two years. A part of the duties of the Educational Council was to discuss and report on matters referred to it by the Department of Education.\textsuperscript{33} To this Council is due a part of the credit for the revision of the programme of study for Standard V, mentioned above.\textsuperscript{34}

The new programme of study for Standard V did not make any radical changes in the content of the various subjects prescribed for study. In most cases the only difference was that the content of these subjects was outlined in greater detail. The changes that were made were as follows:

1. The Geography course was completely changed from a study of Africa, Australia, and the British Empire, to a study of the general geography of the world.

2. The course in Nature Study and Agriculture was divided into two distinctly separate parts, a Nature Study section and an Agriculture section.

3. Two new subjects, Bookkeeping and Penmanship, were added.

4. The principle of optional subjects was introduced. Students who did not wish to take the Departmental examinations could consider Algebra, Geometry, Bookkeeping, Agriculture and Music as optional subjects.

\textsuperscript{32}Ibid., s. 8.
\textsuperscript{33}Ibid., s. 11.
\textsuperscript{34}Report of the Department of Education for the North-West Territories, 1903, p. 12.
Those taking the Departmental examinations were required to write upon the following subjects: Literature, Composition, Grammar, Orthoepy and Spelling, Arithmetic and Mensuration, Geometry, History, Geography, Nature Study and Agriculture, Drawing. Marks for Penmanship were awarded on the composition paper.

In 1901 Manual Training, through the liberality of Sir William Macdonald, was introduced into the schools of Calgary and Regina. Senior pupils were given instruction in Mechanical Drawing and Woodworking. Younger pupils were taught Modelling, Cardboard work, and Paper Cutting. The subject was not added to the programme of study, but in 1902 both the Calgary School Board and the Regina School Board passed resolutions requesting that Manual Training be made an optional course in the programme of studies.

The 1907 Programme of Study

In the 1906 report of the Department of Education, a reference is made to a discussion of proposed changes in the Public School Programme of Study by the Educational Council. The Department of Education was compelled to refer all proposed changes in the curriculum to this Council for its

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36Ibid., 1903, p. 52.
38Ordinance of the North-West Territories, Chapter 29 of 1901, s. 10.
consideration and report. With the Council's approval, a complete new course of study was authorized for use in the fall of 1907. Though the new course was issued as a provisional course, reports of all Inspectors of Schools for that year indicate that it was not used extensively until 1908.

The 1907 programme of study set the pattern for all public school programmes issued up to 1931. The most radical change it introduced was the classification of pupils by grades, the grades being numbered from I to VIII. Grades I and II were equivalent to Standard I, Grades III and IV to Standard II, Grades V and VI to Standard III, and Grades VII and VIII to Standard IV. The Grade VIII examinations replaced the Standard V Public School Leaving Examination.

The revised High School programme of study, which made its appearance at the same time, reclassified Standard VIII as Senior Form, Standard VII as Middle Form, and Standard VI as Junior Form. This meant that Standard V was left out of both Public and High School Programmes. By including Algebra and Euclid in Grade VIII, the authorities attempted to continue the High School as a three-year High School, but in 1909 the work of the Junior form was divided into two parts which, on the basis of later organization, constituted the work of First and Second Year High School.

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39 Course of Study for use in Saskatchewan Public Schools, authorized 1907. Appendix F.
The new system of grades was well suited to the multi-roomed schools in the more populated centres, but made the work in the many one-roomed schools much more difficult for the teacher. The programme contained the suggestion that teachers in these one-roomed schools group two or three grades together for instruction in certain subjects.

The first few pages of the programme, those which deal with the purpose, aims, and general spirit of the individual subjects, were a decided improvement over corresponding portions of the previous programme. Much more emphasis was placed on the results of teaching as reflected in the child's living instead of on the amount of subject matter that the child could master. Through the successive revisions of the programme from year to year this same philosophy continued to be reflected.

The subjects of instruction remained much the same as before. Hygiene, and Manners and Morals were still treated as general subjects to be taught as a whole to all pupils. The content of these subjects therefore, was outlined as one unit for all grades. Physical Training and Civics were included in the new programme in the same manner.

Writing was included as a subject of instruction for all grades. As mentioned previously, it had been omitted from the 1895 programme, but continued to be taught as an individual subject.

For the first time recognition was given to the fact that
all subjects are not within the understanding of the younger pupils. Children in the primary grades were no longer required to study Grammar, History, or Geography. Instruction in such subjects was merely incidental to Language teaching. Geography was commenced in Grade III, History in Grade IV, and Grammar in Grade VII. Grade VIII continued to include Algebra and Geometry as optional subjects, but Penmanship and Bookkeeping were dropped from the course. As before, Agriculture was included in the senior grades only.

The cultural subjects, Art, Drawing, and Music, received greater emphasis in the new course, though the programme makes it clear that these subjects were considered to be of secondary importance. They were optional subjects in schools not open the whole year, and also in schools where the majority of pupils were foreign speaking, so that more time might be devoted to the study of English.

The greater detail with which the content of each course in the new programme was outlined is again quite apparent. The wisdom of this trend in curriculum construction is borne out by Inspector A. H. Ball.40 One of his reports to the Department of Education states that:

> Generally, I have found that a specific outline in any subject tends to increased efficiency in the teaching for the reason that the majority of the schools are in the hands of young teachers with little experience, who of necessity must work without advice or supervision.

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Programmes of Study From 1913 to 1930

The 1907 programme, though marked "for interim use only" was in effect until 1913. From 1913 to 1930 the Department of Education issued Programmes of Study annually. The Programme issued in 1913 was different from the 1907 Programme in several respects:

(1) The wording of the Reading course was changed for all grades. The content remained similar, but attention was directed to the development of the thought content of prescribed selections in the junior grades, and to library research in the senior grades.

(2) The spelling courses omitted all mention of the memorization of rules, and prefixes and suffixes. Attention was directed to punctuation and spelling in all written work.

(3) Composition courses were similar, but reference was made to simple, compound, and complex sentences and their uses in the senior grades, and debates were suggested for Grade VIII.

(4) Arithmetic courses were greatly changed. Roman numerals were added in Grade I, and the content of the subject in Grades VI, VII, and VIII made much more definite. Types of problems included carpeting, printing, paving, percentage, trade discount, commission, sharing and partnership, papering, bank discount, etc. These topics were not new. They were included in text books previously prescribed
for use in Saskatchewan schools.

(5) Several Inspector's reports from 1908 to 1912 had pointed out the lack of unity in the Nature Study course, resulting in poor teaching of the subject. The course was now made distinctly a Nature Study course. Geographic and Elementary Science topics were omitted entirely.

(6) The Geography courses were completely revised. A part of Canada was prescribed for study in each grade, with special emphasis on Saskatchewan in the junior grades. Though all continents were studied at some time through the grades, special emphasis was placed on the British Empire. The study of a country included its form of government. For the first time the idea of the interrelationship of the various countries was mentioned. Previously Geography had been classed as a "memory subject."

(7) To the History courses was added a section on the government of Canada, from a study of local municipal government for Grade IV to the government of Canada in general for Grade VIII. For the first time current events appeared in the curriculum, in Grade VIII.

(8) The authorities evidently felt that the study of formal grammar should be commenced before Grade VII, for this subject was included in Grades IV, V, and VI. The work in Grades VII and VIII remained the same, however.

(9) The authorization of the Graphic Drawing Books
(books one to eight) resulted in the omission of the outline of the drawing course in each grade. The 1913 programme merely called for the work as treated in prescribed text.

(10) Nature Study and Agriculture were combined in Grade VIII, and Algebra and Geometry discontinued.

(11) For the first time Manual Training and Household Science were included in the programme of study. These courses were outlined for all grades, but Grades I and II, III and IV, V and VI, and VII and VIII were grouped together. These courses were optional.

(12) Music no longer appeared as a subject of study in each grade. The music course was outlined for all grades in a summary at the back of the programme.

The 1914 Course of Study added little to the 1913 programme. The work in Manual Training, Household Science, and Music was rearranged. These subjects were at this time listed along with the other subjects under each Grade heading. A note in the front of the programme explained the impossibility of covering in rural and ungraded schools the work prescribed for Manual Training in each of the several grades. For such schools a separate outline of the Manual Training course was provided. In it Grades I, II, and III were grouped together, as were also Grades IV to VIII. Modelling, Paper and Cardboard Construction, and Basketry were prescribed for both groups. This outline did not appear again until 1918. The Music course was no longer
outlined, the prescribed study being from *The New Normal Music Course, Books One and Two*.

The Great War brought cadet training into the schools of Saskatchewan. It was not made a part of the curriculum however, nor was it made compulsory. The work included merely drill, signalling, and rifle shooting. Cadet instruction was still being given in a few Saskatchewan schools in 1930, though by that time it had practically disappeared.

By 1915 the authorities had decided that the Course of Study included more subjects than could be properly taught in the majority of schools in the province. Consequently the Course of Study issued that year listed the subjects for study in each grade as follows:

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<tr>
<th>Grade I</th>
<th>Grade II</th>
<th>Grade III</th>
<th>Grade IV</th>
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<tr>
<td>(a) Subjects for all schools:--</td>
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<td>Reading</td>
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<td>Geography</td>
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<th>(b) Additional Subjects, any of which may be added with the approval of the inspector of schools:--</th>
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<td>Music</td>
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<td>Manual Training</td>
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<td>Household Science</td>
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<td>Household Science</td>
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<td>Grade V</td>
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<td>History</td>
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<td>Elementary Science</td>
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(b) Additional Subjects, any of which may be added with the approval of the inspector of schools:

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<th></th>
<th>Grammar</th>
<th>Grammar</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Art</td>
<td>Art</td>
<td>Art</td>
</tr>
<tr>
<td>Music</td>
<td>Music</td>
<td>Music</td>
<td>Music</td>
</tr>
<tr>
<td>Manual Training</td>
<td>Manual Training</td>
<td>Training</td>
<td>Training</td>
</tr>
<tr>
<td>Household Science</td>
<td>Household Science</td>
<td>Household Science</td>
<td>Science</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
<td>Science</td>
<td>Geometry</td>
</tr>
</tbody>
</table>

It will be noticed that the dropping of certain subjects from the primary and junior grades, commenced in 1907, was extended in 1915. Arithmetic no longer appeared in Grade I; the Grade II course now included the former Grade I work. History was advanced from Grade IV to Grade VI, and Nature Study, now referred to as Elementary Science, dropped from Grade I and made optional in Grades II, III, and IV. Grammar was not included in the list of "Subjects for all schools," and even as a so-called "additional subject" it did not appear until Grade VI.

The content of the various subjects remained for the most part unchanged. The Grade I Reading Course prescribed the
phonic method of teaching reading, the Household Science courses were altered to include less manual and more theoretical work, and the various topics of study in Geography were shifted from grade to grade. The use of the phonic method of teaching reading was not new. Dr. Goggin had referred to its use in 1896, in union with the word and sentence plans.

One other change is worthy of note. A general course on Temperance, requiring two periods per week, was prescribed for all grades. Suggested topics for discussion were: temperance in eating; temperance in drinking (tea, coffee, alcohol). This course was not included in any subsequent course of study.

Up to this time the Courses of Study had been much more suited to graded schools, though the great majority of the schools consisted of one room only. The next programme which came in 1918, showed that its builders had, in the course of its construction, kept the needs of the ungraded school in mind.

Instead of listing certain subjects as essential and others as additional, the 1918 revision requested teachers to teach the full course as prescribed for each grade. To make this possible, the content of some subjects was greatly reduced and spread over a period of years. The Manual Training Course, as outlined for Grades I to III and IV to VII in

the 1914 programme of study was again included, and with it an outline of the Home Economics course for Grades I to IV, and VI to VIII, though the courses in these two subjects as previously outlined were still prescribed for use in graded schools. Grades I to III, IV to VI, and VII and VIII were grouped for Nature Study (Agriculture in VII and VIII); Grades III and IV, and V to VIII for Civics, and Grades I and II, III to V, VI and VII, and VIII, for Hygiene. Civics and Hygiene were both new subjects for each grade. Previously Hygiene had been taught to all grades combined, and Civics either included with History or taught incidentally. Music was to be studied by all grades, but the work in Grades I and II was limited to rote singing.

Arithmetic was again prescribed as a subject of study in Grade I, Grammar in Grades V and VI, and History in Grades IV to VI. The Grammar was included with Composition, the course being similar to those prescribed in 1914. The History courses had a great deal less content than in 1914 in these grades.

By this time the idea that the mind could be improved by mental exercises had practically disappeared. The Arithmetic courses no longer called for the solution of mental problems and rapid mental calculations.

The only changes made in 1919 were in the Hygiene course. The Grades were grouped in pairs instead of as in
1918. More emphasis was placed on Hygiene, and less on Physiology.

In 1918-19 a section was added to the School Act\(^{42}\) prohibiting the use of the French language as a medium of instruction, but empowering local school boards to have taught in their schools the French Language as a part of the curriculum. Such teaching was limited to French Reading, French Grammar, and French Composition. Though the course never appeared in a Programme of Study, from 1920 the "Circulars for Teachers and Students" issued by the Department of Education contained a list of text books for use in this French course.

The next revision of the Course of Study, which came in 1921, failed to make any reference to the teaching of Manners and Morals. This subject, which was substituted for religious instruction when all public schools became non-sectarian in 1892, had been included in all programmes of study up to this time, though since 1907 its teaching had been incidental to the teaching of the other subjects. No doubt it had received gradually less and less attention, until its omission from the programme became a mere formality.

Other changes made by the 1921 revision were in the Home Economics Course and in the Grades I and II Hygiene, Nature Science, and Manual Training courses. The Home

\(^{42}\)Statutes of the Province of Saskatchewan, Chapter 48 of 1918-19, ss. 177, ss. 3.
Economics courses for both graded and ungraded schools were slightly modified to include more topics related to food and its preparation, and less related to sewing. Only such stitches as could be applied by the students in the making of various articles were included.

Drawing was added to the work of Grades I and II, but not as a separate subject. It was made a branch of Manual Training. Also, more was added to the Grades I and II Hygiene course. Nature Science was no longer to be studied in Grade I, but the course as formerly prescribed for Grades I and II had to be completed in Grade II.

The tendency to decrease the number of subjects studied in the primary Grades was carried further in 1922. Civics was dropped from the Grade I course in that year. The Civics courses in the rest of the grades were made more extensive. Instead of the former two courses, one for Grades I to IV, and the other for Grades V to VIII, three courses were prescribed, one for each of Grades II to IV, V and VI, and VII and VIII. The extra time required for the new Civics courses came from the time formerly spent on Geography, as now only one Geography course was prescribed for Grades V and VI, and another for Grades VII and VIII.

The Grade VIII History course was kept up to date by the addition of the study of the Great War.

In 1923 the Civics courses were again reorganized. The subject was dropped from Grade II, but made much more
extensive in the other grades.

An improvement in the unity of the Canadian History courses of Grade VII and VIII was the only other change made by the 1923 programme. Previously Grade VII had studied the History of Canada up to the British Conquest, and Grade VIII had continued the subject from the time of Lord Durham's Report. A study of the intervening period was added to the Grade VII course, and the Grade VIII course outlined in greater detail.

Since its introduction into the course of study as a separate subject in 1918, Civics had steadily gained a more prominent place until by 1923 it was on a par with other subjects of the curriculum, but it did not hold this position for long. In 1925 it was relegated to a part of the History courses, and its content reduced to talks by the teacher on national holidays, citizenship, and municipal, provincial and federal government, in all grades but Grade VIII, where a text book was prescribed. This made room for the return of a separate Geography course for each of Grades V, VI, VII, and VIII.

Several other changes were made by the 1925 Course of Study. Hygiene was discontinued in Grade I and the former Grade I course added to the existing Grade II course. In all grades greater emphasis was placed on the application of hygienic principles to the child's daily living.

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Slight alterations were made in the Grades V to VIII Arithmetic courses. A small portion of each of the Grades VI, VII, and VIII courses was transferred to the work of the previous grade, and a study of the metric system again added to the Grade VIII course, from which it had been dropped in 1923. Though the Grades, I, II, and III Manual Training courses for graded schools were made into a composite course prescribed for all three grades, that portion of the Courses formerly devoted to Drawing was left as a separate subject in each grade.

It would seem that no subject underwent more re-organization from year to year than Hygiene. Many of the changes merely resulted in the shifting of subject matter from grade to grade, but the general trend was definitely in the direction of a transference of emphasis from physiology to the application of good health habits in the daily life of the pupils. The 1927 Course of Study continued to show this trend. Hygiene was once again made a subject of study in Grade I, the course being the same as for Grade II. Grade III, which had previously taken the Grade II course, now was required to take the Grade IV course.

The 1927 programme differed from that of 1925 in two other respects. A study of day and night, the seasons, and factors affecting climate was added to the Grade VII Geography course, and the Agriculture course, formerly common to Grades VII and VIII,
was divided, half of the course being prescribed for study in each grade.

None of the revisions made in the Course of Study since 1927 resulted in any radical change in the Public School Programme. Though in a general way the tendency was to reduce the amount of academic work in the Primary Grades, and to place more emphasis on Health and Social Studies, the large majority of changes merely shifted subject matter from grade to grade, and which, over a period of years, brought no net result. Educational philosophy had not been static, however. It had developed to such an extent that no amount of alteration or patching could make the present Programme of Studies satisfy the needs of the times. A completely new programme was needed. Under the direction of Dr. J. S. Huff, Commissioner of Education, its construction was commenced. The 1927 Course of Study remained in effect until the newly constructed curriculum was issued in the summer of 1931.

The text book plays a very important role in our educational system. Indeed, in the early days, when a majority of the teachers were poorly trained and lacking in experience, it was indispensable. The first programmes of study did little but allot certain sections of the prescribed text books to each standard or grade. This was not entirely satisfactory, as books conforming to the needs of schools in the Territories were not always available. By 1903,
however, J. A. Calder, the Deputy Commissioner of Education, felt that the time had arrived when publishers would be glad to supply text books prepared to meet the requirements of the programme of studies. Since that time many such text books have been published.

As the Courses of Study became more detailed in their requirements the text book lost some of its prominence. Another factor that led to a decrease in the number of text books prescribed was the development of the philosophy that the teaching of subject matter should not be the chief aim in education. As a consequence the statement that for certain subjects no text book was to be used by the pupil appeared in several programmes of study. This applied particularly to the primary grades.

In spite of this the text book remained an essential instrument in the educational programme. In Table 7 is a list of all the Readers prescribed for use in the Public Schools of the North-West Territories and the Province of Saskatchewan up to 1931. Table 6 lists all other prescribed text books in a similar manner. Table 8 lists the text books prescribed for use in Standard V from 1886 to 1906.

Summary

The first step towards a uniform curriculum in the

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44 Report of the Department of Education for the North-West Territories, 1903, p. 11.
schools of the Territories came in 1886, when the Protestant and Roman Catholic sections of the Board of Education each issued a list of prescribed text books for use in the schools under their respective control. This was followed in 1888 by two programmes of study, one for Protestant schools and one for Roman Catholic schools. There was also a programme of study in the French language for use in French Roman Catholic schools. Except for minor changes, these programmes remained in use until 1895, when the Council of Public Instruction issued a programme of study for use in all schools, thus ending the dual system of education in the Territories. The 1895 programme was much more extensive than those it succeeded.

The next major change came in 1907, when the Department of Education for the Province of Saskatchewan issued a programme of study classifying the various levels of instruction by Grades instead of by Standards, as formerly. Successive modifications were made in this 1907 programme up to 1931, but the general pattern remained constant.

Text books have played and continue to play an important role in Saskatchewan's educational system, though their influence has decreased to a slight extent.
CHAPTER III

HIGH SCHOOL PROGRAMMES OF STUDY

Programmes of Study in Standards VI, VII, and VIII, 1888-1906

As soon as Public School education in the Territories was established on an organized basis under state control, the need for schools of Secondary or High School level became evident. The first Board of Education, on July 28, 1886, met with the Hon. Thomas White, Minister of the Interior, in connection with a proposition that a High School, with a Training School for teachers attached, should be erected in Regina.\(^1\) The chairman\(^2\) of the Board of Education, in a letter dated October 25, 1886, calls to the attention of the North-West Council the remarks made by Inspector Grover with reference to this need. Inspector Grover\(^3\) states:

\(1\) There are many teachers now holding Provisional Certificates who intend to follow the profession of teaching, and would like to attend a Training and High School, to fit themselves for the position, provided they could do so without incurring the additional expense of leaving the Province.

\(2\) There are a number of parents in different parts of my inspectorate at the present time sending their children out of this Province to be educated, who would gladly send them to a High School in the Territories, thereby effecting a saving, and keeping their children nearer home.

\(^1\) Report of the Board of Education for the North-West Territories, December 18, 1885, p. 18.

\(^2\) Ibid., p. 1.

\(^3\) Ibid., p. 27.
(3) Our more advanced schools will be able, within a year, to send up from two to six pupils to pass the entrance examination to a High School; and if we have no such institution, parents will be obliged to send them elsewhere.

(4) By having a High School, teachers have an object to work up to, as well as the pupils, therefore a stimulating influence is constantly going in every school.

The association of secondary education with the training of teachers, as indicated in the above report, remained a powerful factor in the development of secondary education in the Territories until 1902.

The Board of Education quotes a resolution\(^4\) which it forwarded to the Minister of the Interior in 1887, requesting Federal aid to finance the establishing of High Schools and a Teacher Training School. No action was taken by the Government, so in 1887-88 the Board requested the North-West Council to make provision in the School Ordinance for the teaching of high school courses in those schools where such a course was warranted by the number and state of advancement of the pupils.\(^5\) The North-West Council acted on this advice, and accordingly revised the school Ordinances\(^6\) to include clauses making possible the establishing of Union Schools.

In order that the provisions of the revised School Ordinance, with respect to Union Schools, might be carried out, the Board of Education, at its meetings in March, 1889, adopted

\(^4\)Ibid., October 1, 1886, p. 12.

\(^5\)Ibid., October 18, 1887, p. 10.

\(^6\)Ordinances of the North-West Territories, Chapter 59 of 1888, s. 177.
the following regulations with reference to Entrance Ex-
aminations and the course of study to be used in such schools:

Instructions to Inspectors having Union Schools and to
the Principals of such Schools.

The Board of Education, in putting forth the
regulations relating to Union Schools, desire it to be
understood that these regulations are tentative and pro-
visional, the idea being to bring such schools into
operation as soon as possible. When they exist and the
Board has had an opportunity of forming an opinion about
them, it will revise all the regulations relating to
the course of study in all its schools, as well as the
regulations relating to the attainments of its teachers.

Provisional Regulations with respect to Union Schools,
Adopted 14th March, 1889.

1. The head teacher of every High School branch of a
Union School shall be styled the Principal of such
School.

2. The Principal shall be a graduate of some University
in Her Majesty's Dominions, or have attainments which,
in the opinion of the Board of Education, are equivalent
thereto, and must also be able to satisfy the Board
as to his knowledge and ability to conduct such a
school, and to train teachers according to the most
approved methods of teaching.

3. The maximum salary for the Principal of any Union
School shall not exceed eighteen hundred dollars
per annum.

4. The following books and apparatus shall be provided
for each Union School by the Trustees:

   An Encyclopaedia--Britannica, Chambers or Inter-
   national;
   An Unabridged Dictionary--Webster, Worcester or
   Imperial;
   A Gazetteer--Lippincott;
   A Biographical Dictionary--Lippincott;

7 Report of the Board of Education for the North-West
Territories, September 13, 1888, pp. 3--7.
English History--Green and Knight's History of the English People, or Lingard;

General History--E. A. Freeman, Merivale's "General History of Rome from the Foundation of the City to the Fall of Agustulus;

Natural Science--Deschanel; Fowne's and Roscoe's Chemistry; Gray's New Manual of Botany; Physiological Charts (White's);

English Literature--Chamber's Encyclopaedia of English Literature; Spalding or Taine; Minto's Manual of Prose Literature; Characteristics of English Poets--Minto; Shakespeare's Life, Art and Characters--Hudson; Dowden's Art of Shakespeare; Rolfe's Shakespeare; Victorian Poets--Stedman;

Classics--Andrew's Lexicon (Lat.-Eng.), Liddell and Scott's Lexicon (Greek-Eng.), (larger editions); Smith's Classical Dictionary, Butler's Classical Atlas and Sketch of Ancient Geography;

Geography--Ritter; Guyot's Earth and Man; Guyot's Physical Geography; Guyot's Common School Geography; King's Aims and Methods in Geography;

Maps--Classical maps of Italia, Graecia, Asia Minor and Callia.

The necessary apparatus for teaching Botany, Chemistry and Physics.

ENTRANCE EXAMINATION

5. (1) The regular Entrance Examination for pupils for the High School Branch shall be in writing and shall be held half-yearly before the close of the Term.

(2) There shall be papers set on reading, spelling, composition, writing, arithmetic, grammar, geography, history, and elementary English literature, bookkeeping (single entry), as prescribed in Standard V of the
Programme of Studies for Protestant Schools, and in the "Superior Course" in the Programme of Studies for Roman Catholic Schools.

6. The following shall be the course of studies in the High School Branch of Union Schools:

(a) For Protestant Schools.

Standard VI

Reading--Sixth Reader with recitations.
Spelling--From reading lessons and dictation.
Composition--Further extension of the subject from Standard V.
Writing--The subject continued.
Arithmetic--The whole of Kirkland & Scott's Arithmetic.
Grammar--A thorough knowledge of Mason's Outlines of English Grammar.
Geography--Map Geography generally, with Canada and the British Empire more particularly; map drawing.
History--A review of English and Canadian History;
  Canadian Literature.
Bookkeeping--Single and Double entry.
Drawing--Reading's High School Course commenced.
Calisthenics and Drill--The subject continued.
Algebra--To the end of simple equations.
Geometry--Euclid, Definitions and Book 1.
Latin--Smith's Principia Latina, Part I, or Harkness' Introductory Latin Book.
French--Fasquelle's Lessons in French.

(b) For Roman Catholic Schools.

Review of Intermediate Course.
  Superior Course commenced and continued.
Geography--General; Canada and the British Empire more particularly; map drawing.
Canadian Literature--Withrow and Adam.
Calisthenics and Drill--Continued.
French--Fasquelle's Lessons in French.
Latin--Smith's Principia Latina Part I, or Harkness' Introductory Latin Book.

It will be noticed that Standard VI became the first High School Standard. To gain admission to High School, candidates were required to pass an examination based on the programme of
study for Standard V for Protestant Schools, or the Superior Course for Roman Catholic Schools.

In accordance with the foregoing regulations, in 1889, entrance examinations were conducted in Regina, Moose Jaw, Medicine Hat, Lethbridge, Calgary, Prince Albert, and Lacombe. The latter was a Catholic Separate School. Table 1 indicates the results of these examinations.8

TABLE 1

NUMBER OF CANDIDATES WRITING AND NUMBER SUCCESSFUL IN THE FIRST HIGH SCHOOL ENTRANCE EXAMINATIONS HELD IN THE NORTH-WEST TERRITORIES

<table>
<thead>
<tr>
<th>School</th>
<th>Number of Candidates</th>
<th>Number who Passed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regina</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Moose Jaw</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Medicine Hat</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Lethbridge</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Calgary</td>
<td>28</td>
<td>24</td>
</tr>
<tr>
<td>Prince Albert</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Lacombe (Cath. Sep.)</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The results of the examination showed that Moose Jaw and Medicine Hat did not have a sufficient number of pupils of High School standard to open Union Schools. Prince Albert was

8Ibid., p. 11.
in a similar position, as 16 of the candidates were pupils of the Nesbit Academy, a private institution, and were therefore not eligible.

In the fall term (1889) Union Schools were established at Regina and Calgary. In the next year Union Schools were established at Lacombe, Moosomin, Moose Jaw, and Prince Albert.

The experience gained in the first year of operation prompted the board to make certain changes in the Regulations with respect to Union Schools. The first four sections remained unchanged, but section 5 was amended to read as follows:

**ENTRANCE EXAMINATION**

6. (1) The regular Entrance Examination for pupils for the High School Branch shall be in writing, and shall be held yearly before the close of the First Term.

(2) There shall be papers set on reading, spelling, composition, literature, bookkeeping (single entry), writing, arithmetic, grammar, history, elementary English and drawing, all as prescribed in Standard IV of the Programme of Studies for Protestant Schools, and in the Intermediate Course in the Programme of Studies for Roman Catholic Schools.

(3) The papers shall be prepared, and the results declared by the Board of Examiners. The examination shall be conducted by the Head Teacher or Principal of the School. When the examination is over and the results have been ascertained, the papers, together with the marks obtained, shall be sent to the Secretary of the Board of Education, to be filed, and the Secretary shall notify the Head Teacher or Principal of the results.

(4) In order to pass the Examination a candidate must obtain twenty-five per cent of the marks attached to each of the subjects of examination, and forty per cent of the total number of marks.

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9ibid., p. 11.
10ibid., September 17, 1889, p. 2.
11ibid., p. 15.
(5) Pupils, who come into the District after the regular examination has been held, and who are thought to be qualified for admission, may be placed by the Principal in the High School Branch until the ensuing Entrance Examination, when they shall be required to pass such Examination.

(6) Teachers, holding all classes of certificates except Provisional, shall be eligible for entrance to the High School Branch of Union Schools.

Difficulties in obtaining a uniform standard of examinations prompted the new method of examination. The "Board of Examiners" referred to was appointed by the Board of Education, in accordance with the School Ordinance. 12

The Board does not explain why in 1890, Standard V in Protestant Schools, and the Superior Course in the Roman Catholic Schools, were made the first High School Standards. It would appear, however, that this was done to increase the enrollment in the High School Branch of Union Schools. This terminology was not used for long. Standard V appeared in the Public School Programme of Studies issued in 1895, so in this study Standard V is discussed in the Public School Section until 1907, when the system of classification by Standards was discontinued.

The Board also issued a new Programme of Study 13 for Union Schools, as follows:

Programme of Studies

The following shall be the course of studies in the High School Branch of Union Schools:

12 Ordinance of the North-West Territories, Chapter 59 of 1888, s. 12.

For Protestant Schools:

(a) Standard V, as amended in Programme of Studies.  
(b) Standard VI.
Reading--High School Reader, with recitations.
Spelling--From reading lessons and dictation.
Composition--Further extension of the subject from Standard V.
Writing--The subject continued.
Arithmetic--The whole of Hamblin Smith's Arithmetic.
Calisthenics and Drill--The subject continued.
Grammar--A thorough knowledge of the Ontario High School English Grammar.
Geography--Map Geography generally, with Canada and the British Empire more particularly; map drawing.
History--A review of English and Canadian History.
Literature--English and Canadian.
Bookkeeping--Single and double entry.
Drawing--Ontario High School Course continued.
Algebra--To the end of quadratic equations.
Geometry--Euclidian, Definitions and Book I and II with new deductions.
Physiology and Hygiene--Buckton's "Health in the House" and Huxley's Elementary Physiology.
Latin--Smith's *Principia Latina*, (Pt. I); or Harkness' *Introductory Latin Book*; Caesar *de Bello Gallico*.
French--Fasquelle's *Lessons in French*.
Chemistry--Theoretical.
Botany--Spotton's.
Agriculture--Ontario Public School Agriculture.

(c) Standard VII, will be prescribed early in 1891.
For Roman Catholic Schools.

(d) Review of Intermediate Course.
Superior Course commenced and continued.
Geography--General; Canada and British Empire more particularly; map drawing.
Literature--English and Canadian; Withrow and Adam, and Stopford Brookes.
Calisthenics and Drill--continued.
French--Fasquelle's *Lessons in French*.
Latin--Smith's *Principia Latina*, (Pt. I); or Harkness' *Introductory Latin Book*; Caesar *de Bello Gallico*.
Agriculture--Ontario Public School Agriculture.

14See Appendix B.
The similarity of this course to the one in effect the previous year is obvious. The text books for Reading, Grammar, and Drawing were changed for Protestant schools, and the Algebra and Geometry courses were extended. Physiology and Hygiene, Chemistry, Botany, Drill and Calisthenics, English Literature, and Agriculture were added to the Protestant programme, the latter two being also added to the Roman Catholic programme.

There is no evidence that the Board followed its intention of prescribing a programme of studies for Standard VII the following year, nor for some years thereafter. The only reference to Union Schools made in the Report of the Board in 1891 mentioned that some of the principals failed to forward to the Board of Examiners the Entrance Examination papers of those pupils who, in their opinion, had failed the examination. The Board of Education took action to prevent the recurrence of this situation.

Between 1892 and 1894, when no annual reports of the newly formed Council of Public Instruction were published, no changes were made in the regulations governing text books and the programme of study for high schools. This is indicated by the fact that, though copies of all regulations of the Board of Education and Council of Public Instruction were forwarded to Ottawa and tabled in the House of Commons in 1894, no reference is made to regulations concerning Union Schools other than those already mentioned herein as having been in 15

15 Sessional Papers of Canada, 40 c of 1894.
effect prior to 1892.

Until 1903, secondary education in the Territories remained almost static. The school Ordinance\(^{16}\) of 1896 termed all Standards above Standard V as High School Standards. No copy of the programme of studies for Standards VI, VII, and VIII appears in any report or list of regulations of the Council of Public Instruction until 1902. There is evidence, however, that until 1902 the work taught in these standards corresponded with the courses prescribed for third class, second class, and first class teachers' non-professional examinations. The only High School departmental examinations given up to 1903 were the non-professional examinations.

The school Ordinance\(^{17}\) of 1891-92 made the teachers' non-professional examinations, third class and second class, the subjects of examination for promotion from Standards V to VI and VI to VII, respectively. Though these sections were repealed\(^{18}\) in 1893, it would appear that the Council of Public Instruction continued to follow this procedure.

One of the regulations concerning candidates for these examinations states:

Males under eighteen years of age and females under sixteen, who desire to test their scholarship may, upon payment of a fee of $5.00, write with candidates

\(^{16}\)Ordinances of the North-West Territories, No. 2 of 1896, s. 6 (c).

\(^{17}\)Ordinances of the North-West Territories, No. 28 of 1891-92, s. 13 (c, d).

\(^{18}\)Ordinances of the North-West Territories, No. 23 of 1893, s. 18.
for teachers' non-professional certificates. A statement of the marks awarded will be given them, but this statement will not be accepted as the equivalent of a certificate when the age limit has been attained.19

The teachers' non-professional course contained no foreign language study. The work done in Latin, Greek, French, and German in the High Schools was determined by the matriculation requirements of the Universities of Manitoba and Toronto.20 The Council of Public Instruction in 1898, 1900, and 1901 issued a list of text books authorized for use in Standards VI, VII and VIII. Except for the inclusion of text books in Latin, Greek, French, and German, the books are identical with those prescribed for the use of candidates preparing for teachers' non-professional examinations.

Further evidence that the programme of studies used in the High School standards corresponded with the teachers' non-professional course is found in the statistical reports of the Council of Public Instruction and the Department of Education from 1898 to 1903. In 1903 J. A. Calder,21 Deputy Commissioner for Education, gives the number of candidates who wrote on the examinations for Standards VI, VII, and VIII for each of the previous five years, and also the percentage of successful candidates each year. These figures are identical with those

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20 Ibid., p. 11.
given in the Annual Reports from 1898 to 1902 showing the number of candidates who wrote the teachers' non-professional examination, and the percentage of successful candidates at each examination.

The gradual development of our High School programme into a college preparatory course cannot be blamed on the philosophy of the early High School programme. D. J. Goggin, the Superintendent of Education, gives an excellent summary of the purpose of Secondary Education. He says:

The state recognises that the educated citizen is capable of higher service than the uneducated one, that the broader a man's views and the more liberal his culture the more intelligent will be his grasp of state needs and the more effective his labours in its behalf. The local community and the family recognise that the enrichment of the individual through liberal instruction and training along cultural, social and vocational lines means an improved home and community life. So these three agencies unite to provide, in the high school, opportunity for this instruction, training and culture to all who can take advantage of it. On these grounds mainly it claims and receives public support.

Except incidentally, it is not a fitting school for university or college or normal school. It is not a select school for the wealthy or the well born or intellectually gifted. It is for all who feel the need and believe in the benefits of education. It supplements and amplifies the work of the elementary school and gives a more adequate, because a broader, preparation for life.

The great majority of high school pupils do not go to college and should not prepare for teachers' examinations. It is the needs of pupils and not the entrance requirements of colleges and professional schools that must shape the high school courses of studies. The training undergone, the habits formed, the knowledge of literature, history, mathematics and science acquired in obtaining

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a satisfactory preparation for life must surely be a
good foundation on which to base the higher studies of
the colleges and professional schools.

It is asserted that the energies of the teachers
in some schools are devoted mainly towards preparing
candidates for the examinations set for intending teachers
and matriculants and that pupils who do not do not take
these examinations receive scant attention. It is not
surprising that under such conditions some ratepayers ask:
"Why should we pay to have Mr. Jones' son prepared to
go to college or to become a teacher?" When such questions
are asked trustees should examine the time tables of
their schools and see that the main ends for which these
schools have been established are not treated as
secondary ones.

Reading between the lines one cannot help but conclude
our Secondary Schools were already emphasizing the matriculation
course to the detriment of those scholars who both preferred
and required a general High School education.

Dr. Goggin\textsuperscript{23} makes the following comment on the 1903
programme of studies for standards VI, VII and VIII:

The course of study for Standards VI, VII and VIII
has been revised, widened and the elective principle
introduced. Instead of a fixed course as heretofore
some subjects are obligatory, others optional and certain
elective. Students intending to become teachers may
offer Latin, French or German as the equivalent of
certain portions of mathematics and science. The amount
of English to be read has been increased very con­
siderably and students who complete the course will have
read representative selections from many of the great
English authors. In Standard VII the amount of General
History to be read has been increased, Geography
lessened, and an elementary course in Biology and Chem­
istry introduced. In Standard VIII an outline of English
Industrial History has been introduced. The course in
Latin, French and German having been harmonised with
that in the University of Manitoba, and that University
having agreed to accept certain of our examinations,
there is no longer any need for a matriculation ex­
amination in May—an examination which for some years

\textsuperscript{23}\textit{Ibid.}, 1902, p. 17.
has hindered classification and nearly doubled work in some of our larger schools. Before being permitted to write on the examination prescribed for a given standard, candidates intending to enter the Normal School must have passed that prescribed for the next lower standard or have submitted satisfactory evidence of scholarship equivalent thereto. This provision will tend to lessen the number of examination papers in each standard.

With the introduction of this programme of studies the teachers' non-professional course disappeared. Goggin's summary of the changes made by the new course describes exactly its difference from the Teachers' Non-professional Course as it was in 1901, a further proof of the identity of the two courses.

One feature of the new course was the introduction of the principle of optional subjects. Certain subjects were classed as obligatory, and the remainder as optional in each standard. It is interesting to note that some of the so-called optional subjects were compulsory examination subjects. The list of obligatory subjects, English Literature, English Grammar and Rhetoric, British and Canadian History, Geography, Arithmetic and Mensuration, Geometry, Botany and Drawing in Standard VI, English Composition, English Literature, General History, Physical Geography, Animal Life, Geometry and Drawing in Standard VII, and English Composition, English Literature, English language and Rhetoric, History and Trigonometry in Standard VIII, are the subjects that at this time were con-

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24 Course of Study for Standards VI, VII and VIII, 1902. Appendix G.
sidered an essential part of a High School educational programme. Obviously the study of English then, as now, was considered the most essential. It is mentioned first on every list.

The High School Course of Study was again revised in 1906 but no major changes were made. The selections of prose and poetical Literature were changed for all Standards, but the new selections prescribed were similar in nature to those previously on the course. The courses in Latin, French and German were outlined in a little more detail, but their content remained practically unchanged. The only course that was changed to any appreciable extent was the History Course in Standards VII and VIII. Bourinot's *How Canada is Governed* was transferred from Standard VII to Standard VIII. Pedagogy was included as a subject of examination in Standard VI for the benefit of teachers who wished to renew their Third Class Teaching Certificates.

Courses of Study for High Schools and Collegiate Institutes, 1907 to 1930

By 1907 the High School population had increased to such an extent that it became apparent that secondary education could no longer be provided by Union Schools. To obtain the

\[\text{25\footnote{Course of Study for Standards VI, VII and VIII, 1906. Appendix H.}}\]
co-operation and suggestions of local school boards and municipal authorities on the matter the Commissioner and Deputy Commissioner held meetings at a number of the leading centres in the Province. As a result an Act called The Secondary Education Act providing for the organization and maintenance of secondary educational institutions in the Province of Saskatchewan was submitted to the Legislature and passed. Following this legislation, high school districts were established at Regina, Moosomin, Prince Albert, Moose Jaw, Weyburn and Qu'Appelle in 1907.

The 1907 Programme of Study. This new development in the field of secondary education called for an extension in the High School Course of Study. With the approval of the Educational Council a new programme was issued in 1907 and a very ambitious programme it was. It provided for five courses, namely: a General Course; a Teacher's Course; a University Course; a Commercial Course; and an Agricultural Course. The courses were taken up in three main divisions called Junior Form, Middle Form and

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27 Statutes of the Province of Saskatchewan, Chapter 25 of 1907.
29 Ibid., p. 11.
30 Course of Study for High Schools and Collegiate Institutes, 1907. Appendix J.
Senior Form, corresponding to the former Standards VI, VII and VIII, respectively.

The regulations of the Department governing High School and Collegiate Institutes\textsuperscript{31} listed the subjects for study in each of the forms for each of the courses. The General course did not extend to the Senior Form. For both Junior and Middle Forms it included Reading, Writing, Spelling, Composition, Literature and History, with Arithmetic and Mensuration and Geography added for Junior Form and Grammar and Physical Science for Middle Form. The General Course was obligatory upon all pupils in attendance. No special examination was provided for pupils taking the General course. Such pupils were permitted to write the Departmental examination for teachers' diplomas, and, if successful, received a diploma certifying thereto.

Up to 1906 a Standard VI, VII and VIII diploma was sufficient evidence of academic standing to entitle the holder to admission to Normal School. The 1907 regulations prescribed a special course for students intending to enter the teaching profession. This course was much more extensive than the former Teachers' Non-professional Course in that the number of obligatory subjects was increased from eleven to fourteen in Junior Form, remained at eleven in Middle form and increased from nine to twelve in Senior Form. It was not expected that every student would complete the course for each

\textsuperscript{31}Regulations Governing High Schools and Collegiate Institutes, 1907. Appendix I.
Form in one year, for the courses were divided into two parts. A student could write the examinations for both Parts I and II the same year or in succeeding years but the Part I examinations had to be written first. Middle Form students could substitute a foreign language for either Chemistry or Physical Science, but Senior Form students were compelled to study either Chemistry and Physical Science or two foreign languages. The regulations do not explain how a student choosing one foreign language option in Middle Form could complete the course prescribed for Senior Form. The foreign language options were limited to Latin, French and German.

The content of the various subjects remained very much the same as in the 1906 programme except that the Standard VII Geography course of 1906 replaced the former Standard VI course in Junior Form and Geography was no longer included as a subject of study in Middle Form. Courses in Greek were prescribed for all Forms in 1907, but they were intended for matriculation students only.

The University Course for matriculation students was not outlined for Junior Form, but such students in addition to the General Course, would be required to study those sciences and languages which they planned to continue through the entire course. Junior Matriculation class (Middle Form) included Literature, Composition and Rhetoric, Grammar, Mathematics, History, Latin and any two of: French, German, Greek, Biology (Botany and Zoology). The content of these courses was in most
cases identical with the corresponding courses of Middle and Senior Form. Mathematics includes Algebra, Arithmetic and Geometry of Middle Form and Algebra, Geometry and Trigonometry of Senior Form.

The regulations of the Department also compelled a High School Board to make provision for the teaching of such subjects as were required for pass standing of the second year in the Faculty of Arts of the University of Saskatchewan. This course included English, Latin, and Philosophy, with any two of: French, German, Greek, Mathematics, Chemistry.

The Commercial Course was the first attempt to give vocational training in the secondary schools. The course covered a two year period, after which a diploma was granted to successful candidates. The General Course was taken in conjunction with the Commercial course.

All of the above courses were being taught in some High Schools in 1908\(^{32}\) though the Commercial course was limited by inadequate teaching staffs in most schools. The Agriculture Course, a four months' course for students without High School entrance qualifications was not taught in any school in the province until 1915.\(^{33}\)


The 1909 Revision. In 1909 both the Regulations\textsuperscript{34} governing High Schools and the High School Course of Study\textsuperscript{35} were revised. Section 3, prohibiting the use of any book not authorized by the Commissioner of Education for use in secondary schools, was altered to permit the use of unauthorized text books on the approval of the Commissioner.

The 1909 Course of Study completely changed the organization of Parts I and II of the Junior Form. Whereas formerly each part had dealt with separate subjects, Part II was now made a continuation of the work of Part I in all subjects except Reading, Botany, Geography and Drawing, all of which were discontinued in Part II in favor of Literature, Grammar, Arithmetic and Bookkeeping. The courses for Part I and Part II, Junior Form, were separately outlined. Where a subject was prescribed for study in both Parts I and II, the content of each part was approximately half the work prescribed for that subject in the Junior Form course of 1907. This gave Part II the same relationship to Part I as Middle Form bore to Part II. The above change necessitated an alteration in the regulations concerning the subjects of examination for each of Parts I and II in Junior Form. Part I subjects of examination were now: Reading, Spelling, Composition, History, Physical Science,

\textsuperscript{34}Regulations and Course of Study for High Schools and Collegiate Institutes, 1909. Appendix K.

\textsuperscript{35}See Appendix K.
Physical Geography, Algebra, Geometry, Botany and Drawing. Those for Part II were: Literature, Spelling, Composition and Rhetoric, Grammar, History, Arithmetic and Mensuration, Algebra, Geometry, Physical Science and Bookkeeping. Except for the addition of History to Middle Form, Part II, and the interchanging of Geometry and Trigonometry in Senior Form, the subjects of these two forms were unchanged.

No separate outline of the Junior or Senior Matriculation University courses appeared in the 1909 Course of Study, though the subjects for study in these courses were listed in the Regulations exactly as in 1907. The Regulations stated that the content of each subject was the same as the content of that subject as prescribed for Middle and Senior Forms, respectively. This meant that, except for the fact that all Matriculation students were compelled to study Latin, the Teacher's Course and the Matriculation Course were now one and the same thing.

A very odd thing was done with the Second Year University Course. Though the same subjects were called for as formerly, the content of these subjects was made identical with that of these subjects as prescribed for Senior Form. Thus English, History, Latin, Mathematics, Greek, French, and German were identical subjects on the Senior Matriculation and Second Year University Courses. 36 This situation existed for one year only. The 1910 Second Year University Course was outlined in the 1909 programme; after 1910 the course was no longer offered.

The Commercial Course and the special Agricultural Course

36See Appendix K.
were unchanged by the 1909 revision of the Course of Study.

The 1909 amendments to the Regulations governing High School and Collegiate Institutes were approved on July 1, 1909. The Regulations published in July, 1910 were approved in August, 1909. Except for the inclusion of Reading and Literature in Parts I and II of all Forms, instead of Reading in Part I and Literature in Part II, and the omission of all reference to the Second Year University Course, nothing new was contributed by the 1910 revisions.

Revisions, 1911 to 1917. The Matriculation Course was made more definite by the 1911 Regulations. 37 The course in English was divided into Literature, Reading, Composition and Rhetoric and Grammar (the latter for Junior Matriculation only), the History course divided into General History and Constitutional History and the Mathematics Course into Algebra, Geometry and Trigonometry (Arithmetic in lieu of Trigonometry for Junior Matriculation). The subject matter content of these courses remained unchanged.

Except for the addition of Literature in Junior Form, Part I, and the addition of Spelling and Reading in Junior Form, Part II, the subjects of study remained the same in 1911. The prescribing of different Mathematics text books 38 necessitated an alteration in the wording of the sections

37 Report of the Department of Education of the Province of Saskatchewan, 1911, p. 77.
38 See Tables 9, 10, and 11.
outlining some of the Mathematics courses but their content on the whole remained unchanged. The Middle Form Chemistry course included more work of a general and theoretical nature and the Botany division of the Biology course was outlined in greater detail. Though the Middle Form Physical Science course still called for a study of the same chapters of the same text book, the course was no longer outlined in detail.

The content of the Commercial course was increased in 1911 by the addition of Commercial Arithmetic and Rapid Calculation to the first year programme, and Commercial Arithmetic, Economics, and Accounting to the second year programme. Bookkeeping and Business Papers were combined into one subject, and the content of the course outlined in greater detail. Shorthand took the place of stenography, but the change was one in name only. In addition to the Commercial subjects, first year students studied Reading and Literature, Spelling and Composition, Canadian History, Physical Geography and Drawing of Junior Form Part I and second year students Reading and Literature, Spelling, Composition and Rhetoric, Grammar, Arithmetic and Mensuration and English History of Junior Form Part II.

No change was made in the course of study in 1912. In 1913, the Regulations fitted requirements for the General Course

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39 The Commercial Course for High Schools and Collegiate Institutes, 1911. Appendix L.
to the revised Junior Form programme. The new Junior Form, Part I, general course consisted of: Reading and Literature, Writing, Spelling, Composition, Physical Geography, Canadian History, Drawing; Part II consisted of: Reading and Literature, Writing, Spelling, Composition and Rhetoric, Grammar, English, History, Bookkeeping. The Middle Form, General Course was extended to include Reading and Literature, Composition and Rhetoric, Spelling, General and Constitutional History, and Algebra and Geometry as prescribed for Junior Form.

More optional subjects were offered in the Senior Form Teachers'Courses. Students were now permitted to substitute Chemistry for Physical Science in Part I, and could take any two of Physics, Chemistry, Biology, Latin, German, or Greek in Part II.

The 1913 Course of Study brought several changes. Music and Drawing appeared in the programme for the first time. They were included as subjects of study in Junior Form, Part I. The topics to be studied in French and German in Junior and Middle Forms were given instead of the former reference to certain lessons in the prescribed text books. The Physics and Biology courses of Junior Form, Part I, were outlined in detail. The History course of Junior Form, Part II, called for the same British History, but biographies of British leaders, and citizenship were no longer made a part of the course. The only other change in the Part II programme substituted Chemistry for Physics and gave a detailed outline of the new Chemistry course.
The Physics courses in both Middle and Senior Forms were extended to include a greater portion of the prescribed text books, and minor adjustments were made in the Senior Form Mathematics courses, aimed at omitting certain sections of the text books containing some of the more difficult work. The most significant change, however, in the Senior Form involved the History of Literature course. This course, which formerly included only the historical development of the English language was now broadened to include the relationship of English to other languages and a study of the life and work of the authors whose work was prescribed for study in Literature.

For the first time Manual Training, Household Science and Physical Training appeared in the Course of Study for Secondary Schools. These courses were outlined in the back of the 1913 Course of Study. Their inclusion, as well as the inclusion of a section on Agriculture in the Junior Form Botany Course, was no doubt due to the influence of the same elements that brought about the formation of the Agricultural Instruction Committee founded in 1915 for the purpose of directing the policy of the Department of Education on Agriculture and Household Science in Public, High Schools and Normal Schools.

The policy of increasing the number of optional subjects


was again evident in the 1914 Regulations. The General Course was now outlined as follows:

(a) Junior Form, Part I--Oral Reading, Literature, Composition, Spelling, either Algebra or Geometry, and one of: Botany, Music or Art.

(b) Junior Form, Part II--Oral Reading, Literature, Grammar, Composition and Rhetoric, Spelling, History, either Algebra or Geometry, and any two of: Physics, Chemistry, Agriculture, Manual Training, Household Science.

(c) Middle Form--Oral Reading, Literature, Grammar, Composition and Rhetoric, History, either Arithmetic and Mensuration or Algebra or Geometry; and either Physics or Chemistry.

The subjects prescribed for the General Course were again obligatory upon all students in attendance.

A wider choice of subjects was also offered in the Teachers' Course. The Junior Form, Part I Course was identical with the General Course except that either Physics or Chemistry had to be taken in addition. The Part II Course was much more extensive than the corresponding General Course, as it contained, in addition to the subjects of the General Course, Geography, Algebra and Geometry, Physics and Chemistry, Arithmetic and Mensuration, and either Agriculture or Household Science or Bookkeeping and Business Forms. The Middle and Senior Form courses were the same as in 1913, but two examination papers were set in Senior Form Literature.

The Matriculation Course was similar to the Teachers' Course, except that two foreign languages were required.

As indicated by the Regulations, the 1914 Course of Study
separated Oral Reading and Supplementary Reading from Literature, and included each as a separate subject in all forms. It also placed Chemistry as a subject of study in Junior Form, Part I, though the same course could be taken in Part II. It was much less extensive than the former Part II Chemistry course. Agriculture, formerly a branch of the Botany course, was made a separate subject, and courses in Music and Art were also outlined for Part I, though the same courses could be taken in Part II, along with Physics, which was formerly in Part I only. The Part I History course was added to the Part II History course for study in Part II only. Though a part of the former Part I Latin course was moved to Part II, the latter course was made still more extensive. The content of the German Course was decreased.

Agriculture and Household Science courses were added as subjects of study in the Middle Form. The content of these courses was outlined in special circulars.

The Middle and Senior Form History courses were slightly altered. Senior Form had formerly studied the history of England from the accession of the Stuarts. The 1914 course added the study of the Tudor and Stuart periods of English history to the Middle Form course, leaving only the Hanover period for study in Senior Form. The Commercial courses still remained unchanged.

It must have been difficult for students to plan their High School course in advance between 1912 and 1915, as the frequent changes in the requirements for the various Forms made no provision for overcoming difficulties created for those
who had already started a course. The 1915 Regulations again changed the subjects of study in the General Course.

The General Course in Junior Form, Part I now called for English (Reading and Literature, Grammar, Composition, Spelling and Writing), Arithmetic, Algebra, Geography, Elementary Science, one of: Art, Manual Training, Household Science, and either Latin or French. Part II called for a study of English, Algebra, or Geometry, History, Bookkeeping, Elementary Science or Household Science, and Latin or French or German. Middle Form subjects included English, Algebra or Geometry, General History, one of: Physics, Chemistry, Household Science, and two of: Latin, French, German, Greek.

The inclusion of a foreign language on the General Course is an indication of the influence of the University Course. How a student taking the General Course in 1914 could fulfill the language requirements in 1915 was not explained. Also, even though only one language was required for Junior Form standing, in order to be ready to study the two languages required for Middle Form standing a student would have to take two languages in Junior Form.

The Teachers' Course was identical with the General Course for Junior Form, Part I, except that no foreign language was required in the former. This seems rather contradictory to the statement in the regulations that the General Course was obligatory upon all students. The Teachers' Course for Part II did not call for a foreign language either, but included both Algebra and Geometry, and Elementary Science, making Agriculture
an alternative to Household Science. Music was an optional "bonus" subject. The Middle and Senior Form requirements of the Teachers' Course were again unaltered.

In the 1915 Course of Study the number of subjects prescribed for Junior Form was greatly decreased. Biology, Physics, Chemistry and Agriculture were all included in one new course called Elementary Science, in Part I; Agriculture still retained its identity in Part II. Music, German, and Geometry were also removed from the Part I programme. These omissions made room for the former Part II Arithmetic and Grammar courses in Part I. The full Geometry and German courses now appeared in Part II. Art and Music courses remained unchanged, but Art was made a subject of Part I and Music of Part II. The work added to the Latin course in 1914 did not long remain, as the 1915 revision shortened this course to less than it had been in 1913. The Home Economics and Agriculture courses for Middle Form were included in the 1915 Course of Study. The content of these courses was outlined in detail, as was also the revised Home Economics course of Junior Form, Part II.

No changes were made in the Senior Form course, but for History of Literature a text book was prescribed.

The 1915 and 1916 Courses of Study each contained a paragraph outlining in general the work that should be done in the teaching of Manners and Morals. The instruction was to be introduced incidental to the teaching of other subjects whenever an

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42 See Table 7.
opportunity arose. Unfortunately the makers of subsequent Courses of Study were apparently too much concerned with subject matter to bother mentioning this important phase of a High School teacher's work.

The Regulations issued in 1916 were almost identical with those of 1915, the only difference being in the requirements for the Teachers' Course, Senior Form. Algebra was relegated to an optional subject, but three of the optional subjects were now necessary for a complete course.

The 1916 Course of Study also was similar to the 1915 course. The addition of History, with current events to the Junior Form Part I course, Writing and Spelling to the Part II Course, and current events as a part of Middle Form History, were the only alterations it brought. It remained in effect until 1918.

Revisions, 1918 to 1931. Since 1909 the High School course had in reality been a four-year course for the work of Junior Form covered a two-year period. In 1918 the old terminology was discarded in favour of the simple names First Year, Second Year, Third Year, and Fourth Year. The 1918 Regulations listed the subjects of instruction for each year as follows:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
<th>Fourth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Mathematics</td>
<td>Geography</td>
<td>Civics</td>
</tr>
<tr>
<td>Art</td>
<td>Chemistry</td>
<td>Chemistry</td>
<td>Household</td>
</tr>
<tr>
<td>Music</td>
<td>Science</td>
<td>Agriculture</td>
<td>Latin</td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year (cont'd)</td>
<td>Second Year (cont'd)</td>
<td>Third Year (cont'd)</td>
<td>Fourth Year (cont'd)</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Manual Training</td>
<td>Hygiene and Greek</td>
<td>Physical Training</td>
<td></td>
</tr>
<tr>
<td>Hygiene and Physical Training</td>
<td>Hygiene and Latin</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Household Science</td>
<td>Latin</td>
<td>Greek</td>
<td>German</td>
</tr>
<tr>
<td>Latin</td>
<td>Greek</td>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Greek</td>
<td>French</td>
<td>German</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>German</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>Commercial</td>
<td>Work</td>
<td></td>
</tr>
</tbody>
</table>

The General Course was not outlined. Students wishing merely to improve their education were allowed to select their course as they wished, subject to the approval of their school principal. Few students enrolled for this purpose. 43

The academic course for teachers included the following subjects:

**First Year:** English, Mathematics (Algebra and Geometry), Geography, History and Civics, Elementary Science, Hygiene, and one of: Art, Music, Household Science, Manual Training, Stenography and Typewriting, Bookkeeping.

**Second Year:** English, Mathematics (Algebra and Geometry), History, Elementary Science, Hygiene, and one of: Art, Music, Household Science, Manual Training, Stenography and Typewriting, Bookkeeping.

**Third Year:** English, Mathematics (Algebra, Geometry, Arithmetic), History, Hygiene, and three of the following, one of which had to be either Physics or Chemistry: Physics, Chemistry, Household Science, Agriculture, Latin, Greek, French, German.

**Fourth Year:** English, Mathematics (Algebra, Geometry, Trigonometry), History, and three of the following, one of which had to be a science subject: Physics, Chemistry, Biology, Latin, Greek, French, German.

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43 Foght, *op. cit.*, p. 98.
The Matriculation Course requirements were unchanged. However, the Regulations included a statement of the matriculation requirements of the various colleges of the University of Saskatchewan, which in some cases permitted a slight modification of the former Matriculation Course.

Though the Commercial Course was not changed, the Commercial subjects were listed with the other First and Second Year subjects and Commercial Correspondence added for Second Year.

To the Agricultural Short Course was added a Household Science Course of a similar nature. Students enrolled in these courses were to be given instruction in such other academic subjects as deemed advisable.

The revised list of subjects of instruction made a revision of the Course of Study necessary. To fulfill the requirements of the new regulations the First Year Course now included Geometry, Civics, Hygiene, Music, Greek, and German. In addition, the former Part I Music course was revised, as were also the Manual Training and French Courses. The latter now called for oral work. Arithmetic was the only subject dropped from the First Year programme.

The addition of Geometry, German and Greek to the First Year Programme made possible an extension of these courses in Second Year. The Elementary Science course was extended to include the former Part II Agriculture course, and Sheet Metal, Forge and Lathe work added to the Manual Training course.
A revised Music course and a new Art course also appeared in the new Second Year programme.

The Third Year course also contained many changes. The Geometry, German and Greek courses had to be altered to maintain continuity with the Second Year Courses. The French course also had to be revised, as the attention to oral work had decreased the amount of French Grammar covered in First and Second Year. Both the Physics and Chemistry courses were revised and outlined in greater detail; the new courses were more extensive than before.

Hygiene was the only new subject introduced into the Third Year Programme. It is interesting to note that Hygiene, never before a subject in the High School curriculum, was at once included in the list of compulsory subjects for the Teachers' Course. This was a direct result of its inclusion in the Public School Course of Study. The First and Second Year course covered the Public Health Act and national hygiene, while the Third Year course was devoted to a study of Physiology.

The revision of the Third Year Physics and Chemistry Courses was carried through Fourth Year, where the Biology course was also revised. The content of these three courses was outlined in detail, and the content of the Latin, and Greek courses made more definite, but their content was still of a similar nature to the previous courses.

Through all the grades the work formerly classified as Oral Reading, Supplementary Reading, Literature, Composition
and Grammar was included under the subject heading, English. The content of all these subjects was practically unchanged; though the History of English, formerly a part of the Senior Form Programme, was omitted entirely.

In the 1920 Regulations, to the list of subjects of instruction for each of the four years was added History and Civics instead of Civics in the First Year column, and a list of Vocational subjects as follows:

<table>
<thead>
<tr>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commercial Work</td>
<td>Commercial Work</td>
<td>Commercial Work</td>
</tr>
<tr>
<td>Household Science</td>
<td>Household Science</td>
<td>Household Science</td>
</tr>
<tr>
<td>Industrial Work</td>
<td>Industrial Work</td>
<td>Industrial Work</td>
</tr>
<tr>
<td>Agriculture</td>
<td>Agriculture</td>
<td>Agriculture</td>
</tr>
</tbody>
</table>

The General Course was again prescribed. The subjects called for were as follows:

First Year: English, Arithmetic, either Algebra or Geometry, History and Civics, Elementary Science, and at least one of Art, Music, Household Science, a foreign language.

Second Year: English, History, either Algebra or Geometry, Elementary Science, at least one of Art, Music, Household Science, a foreign language.

Third Year: English, History, either Chemistry, Household Science, or a foreign language.

The Regulations also added Arithmetic and Geography to the First Year Teachers' Course, and included Civics with History in the Second Year Course.

An entirely new section in the Regulations permitted students to substitute Music for one of the optional subjects in the Third and Fourth Year Teachers' Course. Acceptable standing from the various Schools of Music was listed. A
further section permitted students to substitute a special course in History and Literature for one of the Fourth Year Mathematics courses. This special course was outlined in the 1920 Course of Study.

From 1920 on, matriculation to the University of Saskatchewan was granted by the University and not by the Department, but by arrangement with the University the standards required for teachers' diplomas corresponded pro tanto with those for matriculation. Students were required to select those subjects which were required by the particular College in which they wished to enrol.

In accordance with the Vocational Education Act, 44 three-year courses were prescribed in Home Economics, Industrial Work, Agriculture and Commercial Work. The content of these courses was outlined in a special circular. In addition to the vocational subjects, certain academic subjects were to be taken therewith as follows:

COMMERCIAL COURSE

First Year: English, Arithmetic, Geography, History and Civics, Hygiene and Physical Training, a foreign language (optional).

Second Year: English, Arithmetic, History and Civics, Hygiene and Physical Training, a foreign language (optional).

Third Year: English, History, Arithmetic, Hygiene and Physical Training, a foreign language (optional).

44 Statutes of the Province of Saskatchewan, Chapter 42 of 1919-20.
HOME ECONOMICS COURSE

First Year: English, Arithmetic, Civics, Geography, Elementary Science, Art, Hygiene and Physical Training, and either Music or a foreign language.

Second Year: English, Elementary Science, Art, Hygiene and Physical Training, and either Music or a foreign language.

Third Year: English, History, Physics, Chemistry, Hygiene and Physical Training.

INDUSTRIAL TRAINING

First Year: English, Shop Mathematics, Civics, Elementary Science, Geography, Hygiene and Physical Training.


Third Year: English, History, Physics, Geometry, Hygiene and Physical Training.

AGRICULTURE

First Year: English, Mathematics, Geography, Elementary Science, Civics, Hygiene and Physical Training, a foreign language (optional).

Second Year: English, Mathematics, Elementary Science, Civics, Hygiene and Physical Training, a foreign language (optional).

Third Year: English, History, Physics, Chemistry, Hygiene and Physical Training, a foreign language (optional).

By passing an examination in either Third Year Algebra or Geometry, in addition to any of the vocational courses, a student was granted permission to attend the Second Class Normal School sessions.

The short courses in Agriculture and Household Science were still continued.
To make the Course of Study consistent with the new regulations, Arithmetic was again included in First and Second Years and a Civics section added to the Second Year History course. Office Practice replaced Accountancy in the Second Year Commercial Course, and the content of several of the subjects was revised. A study of the natural resources and trade routes of Canada was added to First Year Geography. The First and Second Year Household Science courses were entirely changed. A study of contagious and infectious diseases replaced much of the material formerly included in First Year Hygiene. Canadian History replaced British History in the Second Year; and Physiology was substituted for the former First Year Hygiene course in Second Year. Canadian History replaced the British History section of the Third Year course. The study of Analytical Geometry was added to the Fourth Year Geometry course, while Physical Training was made a compulsory part of the work for all years.

The Mathematics requirements of the First and Second Year Teachers' Course were decreased, only two of Algebra, Geometry, and Arithmetic being necessary for a complete course. To continue in Third and Fourth Year, however, these two would have to be Algebra and Geometry.

Changes made by the 1922 Course of Study were as follows: Grammar was omitted in First Year but the work added to the Second Year Course, and to the Third Year Course was added a study of the History of English. A section dealing with the
Great War and current events was added to First Year History. The First Year Geography course was changed from a study of Physical Geography to the geography of Canada, United States and the British Empire. All French course outlines were reworded to place more emphasis on oral work. The First Year Hygiene Course included talks by the teacher on the application of the health rules. The new Third Year History Course of 1920 was scrapped, and a course in British and Ancient History similar to the 1918 course substituted. For the first time, sight translation was called for as a part of all Fourth Year language courses.

The 1920 special course in English and History became two separate courses in 1922 either of which could be substituted for one of the Mathematics subjects of the Fourth Year Teachers' course. This was still in effect in 1930.

In 1923 the academic subjects taken in conjunction with the Vocational courses were again changed. All the Mathematics courses were required in First and Second Years, as was also Science. Hygiene was no longer required in Second or Third Year, nor was a foreign language suggested as an optional subject in any course. English and History were required in all Third Year Courses and in addition to these subjects, Arithmetic in the Commercial Course, Arithmetic and Chemistry in the Home Economics Courses, one of the latter two subjects in the Agricultural Course and any two of Arithmetic, Geometry or Physics in the Wood and Metal Work Course.
The General Course was extended to Fourth Year, calling
for a study of English, History and at least two of: Algebra,
Trigonometry, Chemistry, a foreign language.

Science and History were the only subjects where content
was changed by the 1923 Course of Study. In First and Second
Years the Science courses were divided into two sections,
only one of which was to be studied. One of the sections in
each course was designed to fit the needs of the rural High
School. A study of a number of cereal and vegetable products
was added to the First Year Geography course and minor changes
were made in the Third and Fourth Year Physics courses, but
these did not in any way affect the general subject matter
content.

The revision of the History courses merely resulted in
an interchange of subject matter in order to increase the
continuity of the subject matter through the four years.

The frequent changes in the academic subjects prescribed
for the Vocational courses indicated that a suitable arrange­
ment of subjects was hard to find. In 1924 Hygiene was re­
moved from the First Year courses, and Science from the First
and Second Year Commercial Course while Arithmetic was added
to the compulsory list in the Third Year Agriculture course.
The General Course and Teachers' Course requirements appeared
to be satisfactory as no changes had been made in the last
few years in respect to these courses.

The only change made by the 1924 Course of Study was
the transfer of the Third Year Hygiene course to Second Year and
the Second Year course to First Year. Hygiene no longer appeared on the Third Year course.

The 1925 Regulations brought several changes to the Course of Study. Arithmetic was dropped from Third Year, Geography moved from First to Second Year, and Algebra and Geometry limited to First and Second Years, respectively. This meant that corresponding changes had to be made in the academic requirements of the Vocational, General and Teachers' Courses. The Agricultural Vocational Course was discontinued.

In addition to the above-mentioned changes, to the First Year History course were added biographies of great men from Ancient History; the Second Year Geography course was made into a general world geography study; Mediaeval History replaced the British History section of the Fourth Year History course; and the First, Second, and Third Year Home Economics courses were revised and laboratory work was added to the Fourth Year Biology course.

In 1927 the academic requirements of the Vocational courses were greatly reduced. Arithmetic was the only mathematics subject required in any course, History was removed from the Third Year Industrial and Home Economics courses, and Chemistry prescribed as an alternative to Physics and vice versa.

The Course of Study in 1927 brought only a few changes: the Canadian history section of the Second Year History course was transferred to the First Year Course, and British History
added to the Second Year course; Commercial Work, which had been discontinued in Second Year in 1918 was again introduced; the Third Year Agriculture course was made much more extensive; and the alternate Science course in Second Year discontinued.

Though the Regulations were unchanged in 1928, the Course of Study contained several revisions, chief of which was the reorganization of the Home Economics courses. New Art courses, which included Art appreciation, were outlined for First and Second Year, and a new Chemistry course for Third Year, though the content of the latter was similar in nature to the previous course.

The Home Economics course for Third Year was outlined in greater detail in 1929; the First, Second and Third Year History courses were revised by the addition of more Canadian History in First Year, the extension of the British History section of the Second Year course to cover the whole period of British History, and the replacement of the former British history of Third Year by a section on Canadian History; a new Fourth Year Chemistry course was outlined to follow the Third Year course introduced the previous year. These were the only changes brought by the 1929 Course of Study, which was unchanged in 1930.

The importance of the text books prescribed for use in conjunction with the several Courses of Study is at once obvious. Indeed, it can be truly said that the men who wrote the text books, ipso facto, wrote the Courses of Study. The only contribution made by the curriculum builders was to select
the text books most suited to each particular subject, and to allot certain sections of the text book to each grade. An analysis of the type of text books chosen from year to year would not only be interesting but would also make a valuable contribution to the general picture of the development of the Course of Study. Such a study is beyond the scope of this thesis, but a list of all text books prescribed up to 1930, with the years for which each book was prescribed, is given in Tables 9, 10, and 11.

Summary

The Board of Education soon after its formation in 1895 began to agitate for provision for the establishment of High Schools. Union Schools were first established in 1889. Standard VI was the first High School Standard but from 1890 to 1896 Standard V was included in the High School branch of Union Schools. A Course of Study was prescribed for Standard VI in 1889, but no course for Standard VII or VIII appeared until 1902. In the interval the Teachers' Non-Professional Course was taught in the High School. In 1907, following the passing of the Secondary Education Act, a Course of Study dividing the High School work into Junior, Middle and Senior Forms was authorized.

The 1907 programme offered five courses, viz; a General Course, a Teachers' Course, a Matriculation Course, a Commercial Course and a short course in Agriculture. The General Course
and Matriculation Course gradually came to be almost identical with the Teachers' Course, which formed the backbone of the High School curriculum. The Agriculture Course was still in effect in 1930, as was also the short course in Home Economics added in 1920.

The Commercial Course of 1907 was the first attempt to provide Vocational training through the High Schools. Following the Vocational Education Act in 1920, Home Economics, Industrial, and Agricultural Courses were included in the Course of Study, but the last was withdrawn after 1924.

Between 1907 and 1930 the requirements of the various courses were changed frequently. The subject matter content of the various subjects was also changed frequently.
CHAPTER IV

TEACHERS' NON-PROFESSIONAL COURSE

Regulations 1885-1887. As the number of schools in the Territories increased, the need of teachers became a matter of concern to the Board of Education. Though the School Ordinance of 1885 did not make provision for the establishing of teacher training institutions, it did give the Board of Education power to grant teaching certificates.¹ Such certificates were to be of three classes, viz., the first, the second and the third class certificates, and a provisional certificate.² Provisional certificates were issued to students with no professional training when no teacher with professional training was available.

The same ordinance empowered the Board of Education to appoint a Board of Examiners for the examination of teachers.³ The Rev. T. W. Pelly, St. John's College, Qu'Appelle, comprised the first Board of Examiners.⁴ They received the following memorandum of Instructions in 1886:

Memorandum of Instructions to Board of Examiners

That they prepare a syllabus of subjects for the examination of Teachers for Certificates to teach Schools

¹Ordinances of the North West Territories, No. 3 of 1885, s. 5, ss. 5.
²Ibid., s. 5, ss. 5a.
³Ibid., s. 5, ss. 3.
in the North-West Territories, and that the same be divided into four classes, viz:

(1) Requirements of all Candidates.
(2) Requirements of Candidates for 3rd Class Certificates.
(3) Requirements of Candidates for 2nd Class Certificates.
(4) Requirements of Candidates for 1st Class Certificates.

That the subjects for class (1) embrace Reading, Writing, Spelling, and Method of Teaching.

That the subjects for class (2) embrace Industrial Drawing, English Grammar, Composition, English Literature, History, Geography, and Arithmetic.

That the subjects for class (3) embrace Industrial Drawing, English Grammar, Composition, English Literature, History, Geography, Arithmetic, Useful Knowledge, (Chemistry of common things, Elements of Botany, Physics, 1st Principles of Agriculture) Algebra, Plane Geometry and Bookkeeping.

That the subjects for class (4) embrace Industrial Drawing, English Grammar, Composition, English Literature, History, Geography, Useful Knowledge, Arithmetic, Algebra, Plane Geometry, Practical Mathematics, Bookkeeping and Natural Philosophy.

On April 22 of the same year the Board of Education met with the Board of Examiners and prescribed a programme of study consisting of a list of the subjects of examination for teachers' certificates.5

Shakespeare's "Merchant of Venice" and Scott's "Lady of the Lake" were assigned as the work in English Literature for first class and second class candidates respectively.6

Obviously the authorities considered a knowledge of the subject matter the prime requisite of a teacher. There was

5Teachers' Non-Professional Course, 1886. Appendix N
6Ibid., p. 19.
not the slightest reference to any professional subject in the whole programme. The vagueness of the content of the various courses must have been the cause of great confusion in the minds of those preparing for the examinations. Only where a text book was prescribed was the content of any course definite. Wherever possible the texts authorized were those used in the public schools at the time, a further indication of the emphasis placed on scholarship.

Though the Ordinance\(^7\) made no mention of separate courses for Protestant and Roman Catholic candidates for teachers' certificates, the Board of Education took upon itself the power to make a distinction in the courses. Roman Catholic candidates, though they studied the same course in History, used different text books.

The issuing of a list of text books for use of French-speaking candidates would lead one to believe that the Board intended to prescribe examinations in that language. No such examinations were ever held. The list of French text books appeared again in the programme issued in 1888, however.

On January 11, 12, and 13, 1887, the first examinations were held. Eight of the ten candidates were successful in obtaining second class certificates, and sixteen of the twenty-five candidates were successful in obtaining third class certificates. No candidates presented themselves for the first class examinations. Protestant candidates and Roman Catholic candidates wrote entirely different examination papers.

\(^7\)Ordinance of the North West Territories, No. 3 of 1885.
The Roman Catholic examinations included a paper in Religious Instruction.

The haste with which the first list of Subjects for Examination must have been prepared is apparent. The next list, which was adopted March 15, 1888, contained few improvements.

**Regulations 1888-1892.** The wording of the history courses was changed slightly for the purpose of making the courses fit both Protestant and Roman Catholic text books, but the content of the courses remained unchanged. The Board did add professional courses, as follows:

**Third Class**

Science and Art of Teaching: As contained in the prescribed text books (Baldwin, *Art of School Management*; Browning, *Educational Theories*; Hughes, *Drill and Calisthenics*.)

**Second Class and First Class**

School Law: Respecting the duties of Trustees and Teachers as prescribed by the School Ordinance and Regulations. Science and Art of Teaching: (same as third class)

These professional subjects are the first signs of the coming compulsory professional training for teachers in the North West Territories.

It will be noticed that the above programme was prepared by the Board of Education itself. By the School Ordinance of 1887, the duties of the Board of Examiners were confined to the setting, arranging details for the writing of, and the marking of examinations papers. This section remained unchanged

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8 *Ordinances of the North West Territories*, Chapter 59 of 1888, s. 9.

9 Ibid., s. 9.
The School Ordinance of 1888 increased the number of classes of certificates to include First class—grades A and B, Second class—grades A and B, Third class, and Provisional.\textsuperscript{10} To obtain a grade A certificate a candidate had to obtain 50% of the marks attached to each of the subjects of examination and 70% of the total number of marks. Grade B certificates were issued to those candidates who obtained 35% of the marks attached to each of the subjects of examination, and 50% of the total number of marks.\textsuperscript{11}

Again different History text books were prescribed for Protestant and Roman Catholic candidates, and in addition different text books were prescribed for a number of the other subjects, including English Grammar, Geography, Arithmetic, and Bookkeeping.

The School Ordinance\textsuperscript{12} made provision for the selection of text books for the examination of teachers in history and science by each of the sections of the Board, the Protestant and the Roman Catholic, and also permitted each section to prescribe any additional subject for examination. There was no explanation as to why the text books were not common for all other subjects, but it would appear that each section attempted to have the candidates study from the text books they would be using in the schools of the sect in which they

\footnotesize
\begin{itemize}
\item \textsuperscript{10} Ibid., s. 10, ss. 6.
\item \textsuperscript{11} Regulations of the Board of Education for the North West Territories, adopted March 15, 1888, s. 20.
\item \textsuperscript{12} Ordinances of the North West Territories, Chapter 59 of 1888, s. 13.
\end{itemize}
expected to teach. With the exception of History, all candidates wrote the same examination papers in February, 1888, and Roman Catholic candidates wrote an extra paper in Religious Instruction. All candidates in August, 1888, wrote the same examinations, but Protestant and Roman Catholic history papers were marked by examiners of the corresponding religious faith, though the School Ordinance\footnote{Ordinances of the North West Territories, No. 28 of 1891-92 s. 7.} did not make provision for this until 1891-92.

By 1889 the Board of Education had prepared a programme of studies for Standard VI. In 1890 the Board classified all Standards above Standard IV as High School Standards.\footnote{Regulations of the Board of Education with Respect to Union Schools, 1890, s. 5. ss. 2.} To accelerate the development of the High School Standards and to avoid duplication of effort, Sections 44 and 45 of the Regulations of the Board of Education, 1888, were repealed. These sections contained the list of subjects for examination for candidates for third class and second class non-professional teachers' certificates respectively. The following was substituted:

44. The subjects of examination for third class certificates shall be the subjects prescribed in Standard V of the Programme of Studies for Schools under the control of the Protestant Section of the Board, or in the Intermediate Course of the Programme of Studies for Schools under the control of the Roman Catholic section of the Board.

45. The subjects of examination for second class certificates shall be the subjects prescribed in Standard VI of the Programme of Studies for Schools under the control
of the Protestant section of the Board, or in the Superior Course of the Programme of Studies for schools under the control of the Roman Catholic section of the Board.15

Copies of the Programmes of study mentioned in the above amendment are included in Appendix A.

The course for second and third class certificates, as amended, would exclude the professional subjects added to the courses in 1888. The text books in these subjects remained in the list of text books authorized for use of candidates preparing for the non-professional examinations, and the next examinations, held in August, 1890, included a paper on School Management for all candidates.

The courses of Standards V and VI did not long remain the courses for teachers' third and second class non-professional certificates. Rather, the reverse became true, as shown by the evidence on pages 61-63. The annual report of the Board of Education from September 10, 1890, to September 2, 1891, made no reference to courses or examinations for Standards V, VI, VII, or VIII. Instead, a new list of subjects of examination for teachers' non-professional certificates appeared. It was similar in form to the original list of 1886, but differed from the revised list of 1888 in the following respects:

**Third Class**

The courses in reading, dictation, writing, arithmetic, grammar, history, and science and art of teaching, remained unchanged. In geography a study of the British

\[15\text{Amendments to the Regulations of the Board of Education, 1890.}\]
Empire was substituted for a study of Europe. The literature course was expanded to include selections from several authors. The composition course was changed, and Bookkeeping, Algebra, Geometry, and Agriculture were added as subjects of study, as below. 16

Composition and Literature: To be acquainted with the construction of sentences, the rendering of poetry into prose, the forms of business and general correspondence, the writing of themes, and the rules of punctuation.

Bookkeeping: To have an elementary knowledge of bookkeeping, and to be familiar with the chief commercial forms and terms.

Drawing: To have a knowledge of freehand drawing, and to be familiar with the books of the High School Course.

Algebra: To have a knowledge of the subject to the end of Simple Equations.

Geometry: Euclid, Book I, with easy deductions.

Agriculture: Chapters I to XI, inclusive, in the Ontario Public School Agriculture.

Second Class

The courses in Reading, Dictation, Composition, Writing, Arithmetic, Grammar, History, Bookkeeping, Algebra, Geometry, Physiology, School Law, and Science and Art of Teaching remained unchanged. As in third Class Geography, the study of the British Empire replaced the study of Europe, and the Literature course included selections from several authors. Courses in Drawing and Agriculture

were added as below.\(^{17}\)

**Drawing:** To be acquainted with Freehand Drawing, Practical Geometry, Perspective and Object Drawing.

**Agriculture:** Chapters I to XIV inclusive, in the Ontario Public School Agriculture.

**First Class**

The courses in Reading, Dictation, Composition and Prose Literature, Writing, Arithmetic and Mensuration, Grammar, Geography, History, History of Literature and Poetical Selections, Bookkeeping, Algebra, Geometry, Statics Hydrostatics and Physics, Chemistry and Botany, School Law, and Science and Art of Teaching remained unchanged. Instead of outlining the content of the Physiology and Hygiene course, the content of Huxley's *Elementary Physiology* and Buceton's *Health in the House* was prescribed. New courses were added in Drawing, Agriculture, Latin, and French, as follows:\(^{18}\)

**Drawing:** To have a thorough knowledge of Freehand Drawing, Practical Geometry, Perspective, Object Drawing and Industrial Designs, and to have an acquaintance with the general directions, principles, and methods of teaching this subject.

**Agriculture:** To have a thorough knowledge of the subject as treated in the prescribed text book (Ontario Public School Agriculture).

**Latin:** Caeser de Bello Gallico; Virgil; (special books or works to be prescribed from both books), Latin Prose Composition, by Arnold, Exercises I to XXIV, inclusive.

\(^{17}\)Ibid., pp. 16, 17.

\(^{18}\)Ibid., pp. 17-19.
French: Grammar (Fasquelle Sykes); composition; translation into French of short English sentences; translation of easy passages from French into English, and translation of passages from easy French authors (special books or works to be prescribed.)

Agriculture and Drawing were optional "bonus" subjects for third and second class candidates, while Agriculture, Latin, and French were optional "bonus" subjects for first class candidates. An illustration will make the meaning of "bonus" subjects clear. Third class candidates were required to write twelve examination papers, not including Agriculture or Drawing, and to obtain an average of 50% of the total number of marks. Students who wrote the Agriculture and Drawing examinations would have the marks they obtained in these examinations added to the total number of marks obtained on the twelve obligatory papers, but to obtain their average, the total was still divided by twelve.

The additional subjects added in each of the three courses can be attributed to the association of the teachers' non-professional examinations with the courses of the High School Standards of Union Schools. The authorities were probably keeping in mind the fact that teachers would be expected to teach all these subjects and had teacher candidates prepare themselves accordingly.

With the exception of the High School Reader for Protestant candidates, and the Metropolitan Fifth Reader for Roman Catholic candidates, the courses and text books were the same for all candidates, and all candidates wrote the same examinations except where the above-mentioned differences in

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19 Ibid., pp. 14-19.
Readers made separate examinations necessary.

The Council of Public Instruction, which replaced the Board of Education as a result of the Ordinance\(^{20}\) of 1892—(see pages 23-24) did not take any immediate action to change the system of teachers' non-professional examinations. It did, however, make them truly non-professional.

Regulations, 1893-1903. Until 1893, by passing the non-professional examinations, a candidate received a certificate entitling him to teach in any school in the North West Territories. In August, 1893, the Council of Public Instruction, by regulation, declared, "A non-professional certificate shall not be valid as a license to teach."\(^{21}\)

The programme of studies\(^{22}\) for non-professional examinations was revised by the Council of Public Instruction in 1895. The 1892 Ordinance\(^{23}\) removed all possibility of having separate courses for Protestant and Roman Catholic candidates. Though the Roman Catholics protested\(^{24}\) this Ordinance to the Governor General on the grounds that it infringed on their religious rights, the programme of 1890 had removed practically all religious differences in the non-professional courses two years before the Ordinance came into effect.

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\(^{20}\)Ordinances of the North West Territories, No. 22 of 1892, s. 5.


\(^{22}\)Teachers' Non-Professional Course, 1895. Appendix 0.

\(^{23}\)Ordinance of the North West Territories, No. 22 of 1892.

\(^{24}\)Sessional Papers of Canada, No. 40 c., 1894.
A study of the programme reveals that it continued and emphasized trends that had begun to show in 1890. The literature courses called for study of an even wider range of selections. Many of the courses, particularly those in Composition and Botany, were outlined in greater detail than ever before. Science gained a much more prominent place in the curriculum, with the introduction of Botany and Physics as subjects of study for second and third class certificates. The senior mathematics course became complete with the addition of Trigonometry to the First Class programme. The disappearance of Latin and French from the programme was due to the fact that such courses were prescribed by the Universities for students who wished to obtain senior matriculation standing. With the establishment of Normal Schools, it was only natural that the professional subjects (School Law, and Science of Teaching) should be transferred to the Normal School Course.

The next changes in the course, though of a minor nature, continued to follow the same general trends. The 1898 course for Third Class candidates substituted the High School Grammar for the Public School Grammar, and the Physics course was outlined in the same manner as the Botany course in 1895, though the general content was unchanged. The Second Class course in Composition suggested that the novel, as the poem, should be studied as a criticism of life and as an artistic whole. The content of the Agriculture course included the names of the topics to be studied. To the First Class course was added
another science, Biology. Geography, which had been merely a review of World Geography, was discontinued. Oral Reading as a subject of examination was discontinued in all three divisions. The new Literature selections prescribed continued to include a wide range of selections in all classes, though only the usual English and Scotch authors were represented. Selections from Shakespeare, Milton, Wordsworth, Tennyson, Gray, Scott, and Goldsmith were included.

The following year the Council of Public Instruction again revised the teachers' non-professional course. The tendency to give greater detail in outlining the various courses is again apparent, particularly in the English and Composition courses. The outline of the method to be followed in studying a prose Literature selection leaves little doubt as to the requirements of the course. Selections prescribed for study in Literature represented still more authors. The Council was evidently aiming to make the Literature courses more extensive rather than intensive. The Third Class Physics course as outlined is the course prescribed in 1898. The return of Drawing as a subject will be noted; its content also is outlined in much more detail than when it appeared in the curriculum earlier. The practical examination in Biology marked further development in the extension of the work in Science. The combining of Agriculture and Botany into one course was a natural development. The content of the two courses was definitely related, and the addition of new subjects of study was crowding the curriculum.

25 Teachers' Non-Professional Course, 1900, Appendix P.
The 1900 programme remained unchanged until 1903, when it gave place to the revised programme of studies for Standards VI, VII, and VIII.

The text books prescribed for use of candidates preparing for the non-professional examinations are not listed in a separate table. They form a part of Tables 9, 10, and 11 which include all text books prescribed for use in secondary schools in the Territories and Saskatchewan to 1930.

Summary

From 1886 to 1902 the teachers' non-professional examinations took the place of a Normal School Course. The subjects prescribed for examination were therefore similar to those on the Public School Programme of Study, and the content merely a review and extension of the work of the Public School, though in 1888 a professional subject was added to the course. After the establishment of a Normal School in 1892 the non-professional course was retained as a prerequisite for admission to the Normal School. The demand for this academic course made it the central core of the High School curriculum. Through the successive revisions of 1888, 1895 and 1900, the tendency was to add more subjects and to outline the content of some subjects in greater detail. Standards VI, VII, and VIII of the High School Course of Study replaced the Teachers' Non-Professional Course in 1903.
CHAPTER V

NORMAL SCHOOL PROGRAMMES OF STUDY

Professional Training to 1892. The early efforts of the Board of Education to secure some form of professional training for its teachers are interesting. The resolution¹ forwarded to the Minister of the Interior in 1886 requesting Federal aid for the purpose of establishing a training centre for teachers was the Board's first expression in this regard. Again, in 1887 the Board attempted to interest the government of the Territories in teacher-training institutions by recommending that the Legislative Council make provision in the Ordinances for the establishment of schools for the teaching of a High School course, with teacher-training classes in conjunction therewith. The Legislative Council included in the School Ordinance² in 1887 a clause making provision for the establishment of such branches in schools, to be known as Union Schools. In 1888 a clause was added³ giving the Board of Education power to authorize the establishment of a Normal Department in such schools. The Board, in its Provisional Regulations with respect to Union Schools, adopted March 14, 1889, included a clause making it compulsory for every Union School,

¹Report of the Board of Education for the North-West Territories, December 18, 1885, p. 18.
²Ordinances of the North-West Territories, No. 2 of 1887, s. 177.
³Ordinances of the North-West Territories, Chapter 59 of 1888, s. 179.
if so required by the Board, to have a Normal School Department.⁴ Such sessions were to last from the first Monday in November to the last Friday in the March following. The same regulations stated that the Normal Course was to include: The History, Science and Art of Education; Methodology; School Organization and Management; School Hygiene; School Law; Drill and Calisthenics; and Practical Teaching.⁵ Text books were prescribed for the use of First, Second, and Third Class candidates. Entrance requirements to the Normal School Department were the passing of the equivalent teachers' non-professional examination.⁶

Such was the first authorized programme of study for Normal Schools. It remained unchanged until 1893. The only work undertaken in accordance with the above regulation was done in 1890 by Mr. A. H. Smith, B.A., Principal of the Moosomin Union School. He delivered a series of lectures on "The Science and Art of Teaching" to a group of Second and Third Class students. He did not attempt to include the full programme of studies as outlined by the Board. The local trustees complained to the Board of Education that their

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⁵ Ibid., p. 8.
⁶ Ibid., p. 9.
principal was devoting too much of his time to the training of teachers to the neglect of his other duties. In view of this criticism, the Board passed the following resolution:

Resolved:

That a Normal Department be established at the Regina and Moosomin Union Schools, to be conducted in each case by the Inspector of Schools for the District, the first session to open the first Monday in November, and that all teachers in each of these districts, who hold non-professional certificates and desire to teach, be invited to attend the session in the district.

That, with regard to the holders of non-professional certificates in other Inspectoral Districts, whenever there are ten such, who desire to receive Normal training in any Union School, the Board will endeavour to arrange for a Normal Session being held in such school.

These sessions were to close on December 24 for Third Class candidates and on the last Friday in March for First and Second Class candidates.

In accordance with this resolution six candidates were trained at Moosomin by Inspector Hewgill. In 1891 no sessions were held. In 1892 Inspectors Rothwell and Hewgill conducted sessions at Moosomin and Regina, and again during the early part of 1893 at the same centres.

Dr. Goggin's Regime, 1893-1902. The Council of Public Instruction constituted by the School Ordinance of 1892

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7 Ibid., September 17, 1889, p. 7.
8 Ibid., p. 7.
10 Ibid., p. 16.
11 Ordinances of the North-West Territories, No. 22 of 1892, p. 5.
was given power to establish Normal Schools.\textsuperscript{12} It did so at once. To Haultain, who was responsible for the abolition of the dual system of education in the Territories, is due the credit for the beginning of systematic teacher training in the Territories. In the late winter of 1893 he went to Winnipeg to offer Dr. Goggin the position of Director of Normal Schools in the North-West Territories. Dr. Goggin accepted the appointment on April 1, 1893, and retained the position for ten years. Sessions were conducted annually in Regina from September 1 to December 22 for First and Second Class candidates. Sessions for Third Class candidates were conducted at convenient local centres by the Inspectors under the supervision of the Superintendent, who delivered a course of lectures at each. These sessions lasted from January 2 to March 15 each year. Third class sessions were conducted at local centres in the Province up to 1927. They played a prominent part in the teacher-training programme during the whole of this period. Table 2 shows the location of all Third Class Normal sessions held in the North-West Territories and the province of Saskatchewan.

Up to 1892 a non-professional certificate gave the holder a license to teach. A professional certificate was granted to candidates holding non-professional certificates who either completed a professional course or submitted Inspectors' reports showing their ability to teach successfully.\textsuperscript{13} In 1893

\textsuperscript{12}Ibid., s. 7 e.

\textsuperscript{13}Regulations of the Board of Education, adopted March 15, 1888, s. 22-24.
TABLE 2.

LOCATION OF THIRD CLASS NORMAL SCHOOL SESSIONS HELD IN THE NORTH-WEST TERRITORIES 1893-1905 AND IN THE PROVINCE OF SASKATCHEWAN 1906-1927

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NOTE: As part of the information contained in the table was obtained from indirect sources, there is the possibility that the table is not entirely correct. A table in the Annual Report of the Department of Education for the North West Territories, 1901, p. 19, supplied the information up to that date. From 1902 to 1911 the only evidence that Third Class Normal Sessions were held came from the various school inspectors who in their yearly reports to the Department of Education mentioned the fact that they had spent a part of their year teaching in such a session; they invariably named the location. Unfortunately inspectors' reports for 1904-1905 were not available, however, a Normal Student of 1905 gave assurance that a Third Class Session was held in Regina in 1905. The records of the Registrar of the Department of Education supplied the information from 1912 to 1927. Whenever these records for any year showed examinations results of Third Class Normal Students forwarded from a particular centre, it was concluded that a Third Class Normal Session had been held at that centre.
the Council of Public Instruction passed a regulation stating that a non-professional certificate would no longer be valid as a license to teach. The professional training now became compulsory for all candidates for teachers' certificates.

The programme of studies adopted for use in these newly-established Normal Schools was as follows. It remained in use until 1906.

Professional Examination

THIRD CLASS

1. The Science of Education:--The nature and aim of education, teaching and instruction; outline of helpful portions of mental science; application of the principles derived therefrom to teaching and government.

2. The Art of Education:--Methods of teaching each subject on the programme of studies for schools; school organization; school management; school hygiene; duties of teachers and pupils as set forth in The School Ordinance and Regulations. Practice in teaching.

SECOND CLASS

1. The Science of Education:--The nature and aim of education, teaching and instruction; psychology and ethics as the scientific basis of the art of education; their application to the development of the intellectual and moral powers.

2. The Art of Education:--Outlines of general method; application to the teaching of each subject of the programme of studies; school organization; school management; school hygiene; school law; practice in teaching.

3. The History of Education:--Systems and theories of education; eminent educators.

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15 Ibid., p. 19.
First Class

1. The Science of Education:--Nature, form and limits of education; development and training of man; education values; psychological and logical sequence of subjects; general method.

2. The Art of Education:--Application of principles derived from the science of education to the teaching of each subject on the programme of studies; school organization; school management; school law; practice in teaching.

3. The History of Education:--Systems and theories of education; eminent educators.

The course is not so narrow as would appear at first glance. The Science of Education course included both the Philosophy of Education and Educational Psychology. The Art of Education course included Teaching Methods as they apply to all of the subjects on the school programme, and School Administration. The only difference in the courses for First, Second and Third class certificates, other than the omission of the History of Education from the Third Class course, would appear to be one of degree. The number of text books prescribed for each of the three courses would indicate that this difference was quite pronounced, though no subject could be studied in any detail in the short four months' term that the Normal School sessions lasted. Practice in teaching became a part of the professional training of teachers in the Territories for the first time.

The author is indebted to Miss C. E. Sheldon-Williams for writing the following account of her experiences at the Normal School session held in the fall of 1894. Miss Sheldon-Williams
wrote the description especially for this study.

Regina Normal School
September 1 to December 22, 1894.

In the fall of 1894 I attended what was, I understand, the Second Session of the Normal School established in Regina, District of Assiniboia, North-West Territories. There were twenty-four of us, to the best of my recollection, and the lectures were given and the school conducted by the principal, Dr. D. J. Goggin, M. A. The only help he received was in connection with Kindergarten primary work when the then teacher of the Kindergarten, Miss Thomson, kindly gave us a few lessons on Kindergarten teaching towards the close of our four month term. We adjourned to her classroom after 4 P.M. on the designated nights, sang kindergarten songs with appropriate gestures, and studied the intricacies of paper cutting, weaving, modelling, etc.

All other subjects were taken by Dr. Goggin of whose excellent lectures we were expected to take notes, and to develop these in the "Lecture Book" which he examined at the close of the term. My book, which I still possess, shows lectures under the headings Reading, Nature Study, Arithmetic, Geometry, Geography, History, Composition, Spelling, Writing and Grammar. Following each lecture, a student was required to prepare and copy onto the blackboard, for the following lecture period of that particular subject, a brief class lesson covering the important points brought out in the lecture. The students were then required to criticise their fellow pupil's effort, and could, if they wished, copy the amended lesson into their "Lecture Book." Towards the close of the term, we were divided into groups of four students, and sent around the Public School classes. One student would teach while the others jotted down criticisms. Each student was expected to teach four lessons. In my day, the one and only Public School stood on the site of the present "Glasgow House," and overflow classes were moved into some vacant stores on South Railway Street. We taught for an hour, beginning at 9 A.M.; then returned to our classroom, situated on the top floor of the combined Public, High School, with a loose tin covering to the roof, which rattled incessantly in the ceaseless gales, and heated by the kind of stove which at that period was favoured by the C.P.R. for its lesser railway stations. Then, the three critics of each group gave their opinions of the various lessons taught; and then Dr. Goggin continued the day's lectures.

As a guide in teaching literature to High School students, Dr. Goggin gave us a series of lectures on
Tennyson's "Idylls of the King" which most of us enjoyed very much. As models, they must have proved most helpful later; I know they opened my eyes on the correct approach to the teaching of this subject to older pupils.

From time to time, Dr. Goggin would borrow about a dozen pupils from one of the Public School classes and give them a lesson in History, Grammar, Arithmetic, etc. These proved most helpful and as models they must have been a real guide when we took over our own schools.

Under Dr. Goggin's guidance the Normal School programme of study did not remain static. The Annual Report of the Council of Public Instruction of 1898 refers to the teaching of Art and Music in the Normal Schools. Through emphasis of these subjects in the Normal School it was hoped they would receive a prominent place in the Public School programme.

Though Manual Training did not appear on the Normal School programme of studies until 1906, all students attending the Regina Normal School received instruction in Manual Training commencing from 1901.16

Period, 1903-1912. D. P. McColl,17 principal of the Normal School, made a summary of the work done in the Normal School in 1903. He stated:

In the early part of the course the teachers-in-training are given an opportunity of hearing lessons taught by the staff and of observing the methods of teaching employed in the various rooms of the Regina Public Schools. Practice teaching is carried on directly under the supervision of the members of the Normal staff acting for the time being as critic teachers. Thus, through theory, through observation, through practice, the teachers have an opportunity of becoming conversant with the needs of our schools and are ready to adapt

17 Ibid., 1903, p. 42.
themselves to whatever phase of school work they may be called upon to assume.

In addition to the foregoing phases of instruction, various forms of practical work are receiving increasing attention and are highly appreciated by the teachers-in-training. All students are required not only to take the prescribed work in Music, Blackboard Writing, Blackboard Drawing, Modelling, Cardboard Work and Woodwork, but also to pass the prescribed tests in these subjects. Each phase is specially designed by the instructors in charge to meet the requirements of our public schools. A course of lectures in Hygiene and School Sanitation is also given, and in addition such practical instruction in school tactics and in calisthenic exercises as is applicable to the requirements of all classes of schools.

The practical nature of the work is quite evident. Another part of the report referred to the avoidance of "fruitless discussions along the line of professional and academic work."

McColl also pointed out the difficulty of preparing a course suited to both those who had had previous professional training and those who had had none. He suggested that a prerequisite for entrance to the Regina Normal School be the completion of the Third Class professional course at one of the regional Normal sessions, and a minimum of six months' teaching experience. This, he contended, would make the extension of the course from four to six months more practical and profitable.18 No action was taken in this regard.

The Department of Education, which by the School Ordinance19

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18 Ibid., pp. 41, 42.

19 Ordinance of the North-West Territories, Chapter 29 of 1901, s. 3.
of 1901 succeeded the Council of Public Instruction, revised the Normal School course in 1906. With the formation of the Province of Saskatchewan in 1906, the Territorial Normal School became a Provincial Normal School. D. P. McColl, Principal of the Normal School since he succeeded Dr. Goggin, April 3, 1903, was appointed Deputy Commissioner of Education. T. E. Perrett who had been acting as teacher on the Normal School staff was appointed Principal in his place. In his annual report to the Commissioner of Education in 1906, Perrett pointed out that students who had had previous teaching experience profited more from the Normal School course than those who had had none, and therefore repeated McColl's recommendation of 1903, namely, that all candidates for First and Second Class certificates be required first to complete a short professional course for Third Class certificates. 20

McColl, as Deputy Commissioner of Education, referred to the above recommendation in his 1906 report to the Commissioner of Education, and argued that with the rapid increase in the number of schools taking higher grades of work, it would soon be necessary to lengthen the Normal School courses, and declared that should this be done in all likelihood the entrance requirements would be changed in accordance with the recommendation. 21

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21 Ibid., p. 11.
In 1907 the Department of Education submitted the recommendation to the Education Council and received its approval. Henceforth it became necessary for all persons, whatever their academic standing, to attend the short third class session of the Normal School and to have at least one year's teaching experience before being granted permission to attend the training course for a First or Second Class certificate. The new regulations had the effect of almost doubling the time a teacher would have to attend Normal School Sessions in order to receive a First or Second Class professional certificate.

The results of this regulation were soon reflected in the quality of work done in the Normal School. Perrett, principal of the Normal School, stated that:

We find the status of our advanced classes much higher than when students without experience were admitted, while the teachers-in-training receive much more benefit from discussions arising out of their experiences and appreciate to a higher degree the instruction given.

The regulation did not remain in effect for long, however. In 1912 it applied to Second Class candidates only, and was discontinued altogether after 1915.

The 1906 revision of the Normal School course is outlined below.

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22 Ibid., 1907, p. 12.
23 Ibid., 1906, pp. 89-92.
24 Ibid., 1911, p. 37.
NORMAL SCHOOL COURSE

1. Before being granted a card of admission to a Normal School every applicant for training shall hold or be entitled to a Standard VI, VII or VIII diploma.

2. No card of admission shall be granted until the applicant has submitted to the department a certificate of moral character signed by a clergyman or some other responsible person.

3. Applicants for admission shall submit certificates to show that in the case of females they are over sixteen years of age and in the case of males over eighteen.

4. Any person who holds a card of admission and fails to be present on the opening day of the session shall forfeit his right to attend.

5. Teachers-in-training for first and second class certificates shall during the third week of the session pass an examination on the book or books prescribed:
   1907.—First class, Spencer's Education.
   Second class, Quick's Educational Reformers.

Third Class

1. Pedagogy: Lectures on such general principles as underlie the art of teaching; application of these principles to teaching and government.

2. School Management: School organisation, discipline, school tactics, classification of pupils, promotions, types of schools.
   Text: White's School Management.

3. School Laws and Regulations: Such portions of The School Ordinances and Regulations of the Department of Education as apply especially to teachers and pupils.
   Books: The School Ordinances; Regulations of the Department.


5. Methods: Lectures on the presentation of each subject on the Course of Studies prescribed for public schools.
6. Practice Teaching: Observation; planning of lessons; teaching under supervision.

7. Music and Drawing: Theoretical and practical instruction.

8. Penmanship: Theoretical and practical instruction.

Second Class

1. Psychology: Its relation to pedagogy; conditions, processes and laws of mental development; its value to the teacher in the art of education.
   Text: Gordy's New Psychology.

2. School Management: Function of the school; school organization; discipline; school incentives; programmes; examinations, etc.
   Text: White's School Management.


4. Methods: Lectures on the presentation of each subject on the Course of Studies.

5. Practice Teaching: Observation; planning of lessons; teaching under supervision.

6. School Hygiene: Lectures on personal and school hygiene; physical exercises; adaptation of exercises.


8. Penmanship: Theoretical and Practical Instruction.

First Class

1. Philosophy of Education.
   Texts: Horne's *Philosophy of Education*; Butler's *Meaning of Education*; Spencer's *Education*.

   Text: Painter's *History of Education*.

3. Psychology: Scope of psychology; its relation to pedagogy; growth of consciousness as represented by attention, sensation, perception, association, imagination, memory, etc., discussion of fundamental pedagogic principles and their psychologic bases.
   Text: Halleck's *Psychology and Psychic Culture*.

4. School Management: Function of the school; school organization; discipline; incentives, course of study; examinations.
   Text: Landon's *Teaching and Class Management*.

5. School Law: A general knowledge of The School Ordinances and Regulations of the Department of Education.

6. Lectures on the presentation of teaching each subject on the Course of Studies from Standards I to VIII.

7. Practice Teaching: Observation; planning of lessons; teaching under supervision.

8. School Hygiene and Sanitation: A course of lectures on such topics as apply to school work.


The new programme added little to the course as it had existed previously. Though it increased the number of subjects from two to eight for Third Class candidates, from three to eight for Second Class candidates, and from three to ten for First Class candidates, it in reality added only Music
and Drawing, Penmanship, and Manual Training to the course. All other subjects were included in the previous course under subheadings. The new subjects were added to the course in name only, as both McColl's and Perrett's annual reports to the Department of Education clearly indicate that Music and Drawing, Penmanship, and Manual Training were already included in the course as given at the Normal School before the 1906 revision came into being. It would appear that the Department was following the precedent established by the successive revisions of the Public School, High School, and Teachers' Non-Professional programmes of study, that of outlining the existing course in greater detail in order to make its content more definite.

Though the 1906 programme continued unchanged for five years, the course as it was actually taught in the Normal School continued to grow. The gradual transfer of the emphasis from scholarship to technique became evident in 1908. Principal Perrett expressed the philosophy of a child-centred curriculum in these words:

While we give plans and suggestions for teaching various subjects we are spending more time in helping our students to teach the child, realizing that the child is of greater and more importance than the subject. We are not only attempting to teach children various subjects but to teach these subjects that these children will be more suited to live the life of this country.25

He also referred to the attempt made to develop the

25Ibid., 1908, p. 33.
social life of the teachers-in-training, a further indication of the breadth of the aims of the Normal School programme.

One of the chief difficulties in the path of educational development in the Territories was the system of immigration. The colony system resulted in whole districts where few, if any, could speak the English language. These foreign communities on the whole were quite anxious that their children receive an education similar to that given in English-speaking communities. The difficulties that would be encountered by the first teachers in these foreign communities are obvious. To overcome these difficulties the Department of Education in 1909 established a teacher-training school for foreign-speaking students. The school was established at Fort Qu'Appelle under the principalship of Joseph Greer. At first the majority of the students in attendance were Ruthenian but later many other nationalities were represented. In return for tuition and advancement of board and lodging by the Department, the students guaranteed to remain in the school until they could qualify for a teaching certificate in accordance with the regulations of the Department. 26

The school was shortly moved to Regina, but continued to be entirely separate from the Provincial Normal School until 1913. This arrangement did not prove satisfactory, so in 1914 it was reorganized and placed in the Regina Normal School. The course of studies taken up was chiefly academic,

26 Ibid., 1909, pp. 12, 13.
but at the same time considerable professional work was done. 27 Several Inspectors mention in their reports the good work of graduates of these special classes.

In 1911 the Normal School Course of Study was again revised. 28 A glance at the Course will immediately reveal the greater detail with which the various subjects were outlined.

Once again the revision followed the precedent of adding little new material, but making the work included in each subject much more definite. The superiority of the type of training given to First Class students, made more evident by the 1906 revision, now became quite apparent. It could not rightfully be said that a First Class certificate was superior in name only.

The inclusion of Seat Work as a topic of study emphasized the practical nature of the course. It bears out the truth of the introductory sentence to the programme.

The most outstanding new feature included in the 1911 programme was the outlining of the methods to be followed in training teachers to teach the various subjects of the Public School Programme of Studies. The outlines indicate that in general each Public School subject was dealt with under three headings: (1) The purpose of teaching the subject. (2) A review of important subject matter. (3) The adaptation of teaching methods to that particular subject. From the Third to the

27 Ibid., 1914, p. 38.

28 Normal School Course of Study, 1911. Appendix Q.
First Class course the amount devoted to (2) decreased, more of the time being spent in discussion of (1) and (3).

Though neither the Manual Training nor the Industrial Arts courses made provision for Home Economics, this subject was taught in both the Saskatoon and Regina Normal Schools in 1913. The Home Economics teachers of the Saskatoon and Regina Public School Staffs gave the instruction.

Special instructors were also brought in to teach the Physical Training courses. In 1912 the Normal School students were trained to teach the Physical Training outlined by the Executive Council of the Strathcona Trust. In 1913 the course was given by instructors appointed by the Strathcona Trust.

Period 1913-1927. The supply of trained teachers in the Territories had never equalled the demand. Every year since schools were first established in the Territories Provisional certificates had to be issued to untrained teachers in order to keep the schools open. This shortage of trained teaching personnel had kept the term of Normal School training down to a four months' term. To ease the situation a second Provincial Normal School was opened in Saskatoon in the autumn of 1913, with J. A. Snell as principal. The courses offered in the two Normal Schools were identical. This was greatly facilitated

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29Ibid., 1913, pp. 34, 36.
30Ibid., 1912, p. 8.
31Ibid., 1913, p. 34.
by the detailed outline of the 1911 Course of Study for Normal Schools.

Until 1913 all practice-teaching had to be done in the Public Schools in the cities where the Normal Schools were located. A clause was added to the School Act in 1913 making possible the establishment of Model Schools in connection with the Normal Schools.\textsuperscript{32} These were not established immediately, however.

The Philosophy of Education followed throughout any educational system is bound to be reflected in its Normal School. J. A. Snell,\textsuperscript{33} Principal of the Saskatoon Normal School, in his report to the Minister of Education, includes the following description of the Normal School work at Saskatoon:

The theoretical and practical have gone hand in hand—the former being designed to serve as a rational background for the actual work of the classroom. Unless due harmony be observed between these two phases of professional instruction the result must be far from satisfactory. While it may with some show of reason be contended that in view of our short term courses the chief emphasis should be laid on the practical side of the work—that the teacher-in-training must learn "what to do and how to do it" before he takes charge of his own school—nevertheless, he will teach more effectively if he knows that his practice is in accord with sound pedagogical principles.

\textsuperscript{32}Statutes of the Province of Saskatchewan, Chapter 49 of 1913, s. 8.

\textsuperscript{33}Report of the Department of Education for the Province of Saskatchewan, 1913, p. 36.
Furthermore, there is a prevalent conception, or misconception, to the effect that the chief business of a Normal School is to teach method to the almost entire exclusion, not only of the so-called "theoretical" or rational instruction which renders such method more meaningful, but also of the subject matter with which the teacher works. The exponents of this view apparently fail to realize that the chief function of the Normal School is to develop initiative, to organize knowledge, to send forth teachers who are masters of so-called "methods" and not mere mechanics or piece workers whose chief qualification is "to use the tools."

There is no record of any revision of the Normal School Course of Study between 1913 and 1919, but several changes were made in the interval.

Following the appointment of the Agricultural Instructional Committee in 1915 a great impetus was given to the work in Agriculture and Household Science in Saskatchewan schools. Besides organizing at various points in the Province short courses in these subjects for the special benefit of teachers, the committee arranged to have its representatives give instruction in these subjects at the local Third Class Normal sessions and Teachers' Institutes. The committee also had a hand in the organization and teaching of these subjects in the Provincial Normal Schools. Though this committee ceased to function in 1918, a clerk in charge of school Agriculture and continued to act until 1927.

A Model School in conjunction with the Regina Normal School was organized in 1915, but its life was short. It was

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unable to serve the needs of the large enrollment in the Normal School, so was discontinued in the Fall of 1917. A school called the Model School continued to be held in the Normal School building, but it was merely one of the Regina Public Schools.  

The growth of the Public School curriculum brought the following comment from Snell, principal of the Saskatoon Normal School:

Additional subjects are ever finding a place on the curricula. Teachers must now be prepared to teach Music, Art, Domestic Science, Manual Training, Agriculture, and Physical Education involving an elementary knowledge of medicine, as well as the traditional subjects.

Both he and J. H. McKechnie, acting principal of the Regina Normal School, emphasized the desirability of lengthening the Normal School term. Snell repeated the suggestion in his 1917 report, pointing out that a longer term for first and second class students would not only permit a review of subject matter with method, but also provide an opportunity to give special training to High School teachers in training.

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36 Mrs. C. S. Stewart, Letter to Deputy Minister of Education, May 5, 1944.


38 Ibid., p. 70.

39 Ibid., p. 73.

40 Ibid., 1917, pp. 96, 97.
Dr. Foght gave a similar criticism of the length of professional training given teachers in Saskatchewan.

In 1919 the Department of Education acted on these suggestions. The last four-month session was the Fall Term of 1918. The Spring Class of 1919 had to come back for the second term, as the training session was increased to eight months. The course could be taken continuously or in two sessions of fifteen and eighteen weeks respectively, with an optional three year interval between. The extension of the course did not bring a new outline of the Normal School Programme of Study. However, a bulletin entitled Regulations and Course of Study for the Professional Training of Teachers in Saskatchewan was issued in 1919. The Course of Study as outlined therein was as follows:

Course of Study.

The Course of Study shall include lectures in Pedagogy, Science of Education, Psychology, History of Education, School Organization and Management, School Hygiene and Health Education. The lectures will be supplemented by the study of such texts, or selected portions thereof, as may be prescribed from time to time by the Department. Special instruction will be given in Art, Music, Physical Culture, and Elementary Industrial Work, including School Gardening, Household Science and Manual Training.

The amount of work to be covered in the foregoing subjects will vary according to the class of certificate for which the student is preparing. This information will be given by the instructors in charge at the opening of each session.

—-41Foght, op. cit., p. 117.
For such academic work as may be required teachers-in-training for Second and Third Class certificates will be expected to provide themselves with a set of the textbooks authorized for Public Schools; those in training for First Class certificates, with such of the authorized Public and High School texts as may be required by the instructors in charge.

Special stress will be placed in both Second and First Class courses upon approved methods of giving instruction in the subjects of the Public School Course of Study.

The lectures will be supplemented by classroom demonstrations and by such observation work and practice teaching in the public and high schools as may be required.

No further outline appeared until 1928. The above Course of Study speaks for itself. It reflects the policy followed by the Department covering the content of the Normal School courses—that of giving as much freedom as possible to the Normal School Principals in working out the type of programme most suited to the immediate situation. Dr. McKechnie, now Deputy Minister of Education, says that he can quite definitely recall meetings of the combined staffs of the Regina and Saskatoon Normal Schools called for the express purpose of determining the content of the Normal School curriculum.

Though it was the intention to have the courses in the two Normal Schools identical, there were slight differences in the two programmes from year to year. Foght in his *Survey of Education for Saskatchewan* publishes the 1917 Fall Term timetables of the two Normal Schools, and makes the following criticism of the content of the study course:

Agriculture does not hold the important place that

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it must attain in the curriculum. This is particularly true at Regina. Industrial work, advanced manual work, and home economics are all striving for place, without yet being recognized as on a par with the literary subjects.

The important field of physical science is almost untouched. Personal and school hygiene is not included at Regina and gets only one hour per week at Saskatoon; nor is it taught, except indirectly, in the secondary schools. The rich field of modern social science, which deals with the vital things of everyday life, has no place in the curriculum. Daily instruction is given in military gymnastics, under the Strathcona Trust. The exercises are unquestionably valuable, although violent for the young women. Better would be a kind of physical education beginning with a study of personal health, and simple exercises practicable for the schoolroom and the playground, non-competitive athletics, volley ball, indoor baseball, etc. Physical education in the normal school should first of all fit the teacher-in-training to guard the health and play life of the children in school.

Manual Training was dropped from the course in Regina in 1920, but was continued in Saskatoon. Mr. Swan, the former Manual Training teacher in the Regina Normal School, reports that at that time the Regina Manual Training equipment was shipped to the Saskatoon Normal School.

The only authentic record of the subjects taught in the Normal Schools from 1913 to 1928, other than the reports of the instructor engaged in the Normal Schools during that period, comes from the list of subjects annually prescribed by the Department for the teachers' professional examination. The subjects of examination prescribed for First, Second and Third Class students are given in Tables 3, 4, and 5 respectively.

From a study of these tables the following conclusions seem to be warranted:

(1) School Management, Psychology, Philosophy of Education
### TABLE 3

**SUBJECTS OF EXAMINATIONS PRESCRIBED BY THE DEPARTMENT OF EDUCATION FOR THIRD CLASS NORMAL COURSE, FROM 1912 TO 1927 INCLUSIVE**

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**Key to Table**

- (3) means three papers on that subject.
- (2) means two papers on that subject.
- (1) means only subject on examination paper.
- ($\frac{1}{2}$) means one of two subjects on examination paper.
- (a) means one of three subjects on examination paper.
### TABLE 4

SUBJECTS OF EXAMINATIONS PRESCRIBED BY THE DEPARTMENT OF EDUCATION FOR SECOND CLASS NORMAL COURSE, FROM 1912 TO 1931 INCLUSIVE

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**Key to Table**

- (3) means three papers on that subject.
- (2) means two papers on that subject.
- (1) means only subject on examination paper.
- (a) means one of two subjects on examination paper.
- (A) means one of three subjects on examination paper.
### Table 5

**Subjects of Examinations Prescribed by the Department of Education for First Class Normal Course, from 1912 to 1931 Inclusive**

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**Key to Table**

1. means three papers on that subject.
2. means two papers on that subject.
3. means only subject on examination paper.

Note: (1/2) means one of two subjects on exam. paper.

(a) means one of three subjects on exam. paper.
History of Education and Methods were the subjects emphasized in the First Class course.

(2) The Second Class course was similar to the First Class course, and identical with it after 1917 except that Philosophy of Education was not prescribed for study in the Second Class course.

(3) In the Third Class course much emphasis was placed on methodology as applied to the various subjects of the Public School curriculum.

(4) The subjects prescribed for examination do not reveal any major changes in Normal School Courses of Study from 1912 to 1930.

The last Third Class Normal School sessions were held in 1927. By that time the supply of teachers was meeting the demand, so the Department was able to raise the entrance standards. As Third Class teaching certificates were only provisional, holders of such certificates had to meet either the new requirements or leave the profession. For the next few years special short sessions were held in the Normal Schools to enable holders of Third Class certificates to raise their standing without having to attend a full First or Second Class Normal School session.

Dr. F. M. Quance succeeded Col. Perrett as principal of the Regina Normal School in 1926. His 1926 report to the

\[\text{Report of the Department of Education for the Province of Saskatchewan, 1926, p. 81.}\]
Minister of Education reveals that, according to current Educational Philosophy, scholarship as a criterion of teaching ability was secondary to a teacher's personality traits. He summed up the implications of this philosophy on teacher training in the following words:

The more one is a student of the problem of teacher-training, the more complex and intricate it appears. It is a mere truism to state that the heart of the work of Education is the teacher. As such, teacher training is of inestimable importance. But in no literal sense can it be said that teacher training begins with the entrance of the prospective teacher into the Normal School. In a profession where personality is such a vital factor—personality being, I believe, a compound of many hereditary and environmental elements—teacher training must be thought of as beginning from the earliest years of the individual. In fact, from this viewpoint, this generation is commencing the training of the teachers of the next. By and large, the Normal School receives for training, for the very brief period of one year, just what the parents and the homes of the province send us. The variety and quality of experience of the home is unquestionably reflected in that subtle thing we call the personality of our students. And, on the other hand, the wealth of experience of the teacher is, in time, reflected again in the homes of the succeeding generation. The process is slow, but we believe distinctly positive and forward.

Even before the abolition of the local Third Class Normal School sessions the two provincial Normal Schools were overcrowded. Dr. Quance, principal of the Regina Normal School, and Dr. Huff, who, in 1924 succeeded G. M. Weir as principal of the Saskatoon Normal School, each stated in their 1926 reports to the Minister of Education that the enrolment in their

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45 Ibid., 1926, p. 79.
46 Ibid., 1926, p. 79.
47 Ibid., 1926, p. 82.
48 Ibid., 1924, p. 76.
respective schools was beyond normal capacity. To ease the situation a Normal School was built in Moose Jaw. Though the new building was not ready for use until 1928, through the courtesy of the Moose Jaw High School Board, arrangements were made to hold a Second Class Normal School session in the annex to the Ross Collegiate Institute in the Fall of 1927.\textsuperscript{49} The subjects taught in the Moose Jaw Normal School during the first year of its existence were listed by the principal, Dr. Huff,\textsuperscript{50} in his report to the Minister of Education; English, French, History, Geography, Elementary Science, Agriculture, Art, Music, Home Economics, Health and Hygiene, Mathematics.

The formation of a College of Education at the University of Saskatchewan in 1927 relieved the Normal Schools of the responsibility of training High School teachers. Dr. Quance left his position as principal of the Regina Normal School to become Dean of the newly-formed College.

**Period 1928-1931.** In 1928 the Department of Education issued a booklet entitled *Regulations and Courses of Study for Provincial Normal Schools*. In marked contrast to the few short paragraphs devoted to the Course of Study in the 1919 pamphlet, this booklet devoted 18 pages to the outlining of the First and Second Class Programmes. Subjects outlined for study in the Second Class course included: School

\textsuperscript{49}Ibid., 1927, p. 86.

\textsuperscript{50}Ibid., 1927, p. 67.

Though the subjects of study were practically the same, the outlines of the subject matter content were more extensive for the First Class than for the Second Class. A few typical outlines will serve to give a general picture of the two courses.

School Administration, First Class.

The school and the state; the school and the home.
Types of schools: rural; village; consolidated; high schools; normal schools.
The school plant and equipment.
Teachers' qualifications: academic; professional; physical; moral. Specialization.
Organization: of material—the curriculum; of pupils—classification; the time table; economy of time and energy.
Discipline: promoting routine; formation of habits of study, of conduct; school morals—ideals; rewards and penalties; penalties; play-ground and recreation; school hygiene.
Types of teaching: analytic; synthetic; teaching devices—question, illustration, diagram, exposition, demonstration.
Interest: attention; interests; incentives; mental background; attendance.
Instruction: learning process; development of lesson plan; recitation; assignment at desk, at home; efficiency; supervision.
Examinations.
Auxiliary educational agencies. Suggested systems.
School authorities and officers. School expenditures.
School Law; School Attendance Act; regulations; records and reports.
School Administration, Second Class.

School administration: meaning and aim; the children, teacher, parents, trustees.

Recitation: meaning; study; questioning and treatment of answers.

The child: health; habits; seating; fire drill; fatigue; moral training.

The teacher: his qualifications.

The school: premises; equipment.

Organization: grading of pupils; methods of classification; promotions; abnormal children.

The timetable: purpose; principles involved therein.

Records and Reports: school register.

Discipline: meaning; prevention of disorder and inattention; incentives; penalties; interest and attention.

The School Act: sections necessary for the teacher.

The School Attendance Act.

The Public Health Act, sections 68 and 69, and the parts of the regulations issued under it necessary for the teacher.

History, First Class.

Scope and meaning of history; aims to be kept in view in teaching.

Stages in the study of history; attractiveness of biography and its relation to history; effect of the study of biography upon the development of character.

Necessity for the adaptation of material to the mental development of the pupil; courses that are adapted for pupils of various ages; methods of teaching these courses; illustration of these methods in lessons on topics selected from the work prescribed; value of maps, charts, pictures, historical novels, in teaching.

Gathering historical material and presenting it in acceptable form; preparation of brief monographs on topics assigned.

Civic institutions as appearing in their lowest forms among primitive peoples; beginning of governments, courts, school systems, etc.; present forms of civic institutions; current events.
History, Second Class.

The educational value of history.
The nature of primary history; methods suitable to the material and the age of the child.
The sequence of the courses.
The organization of a unit of history for teaching.
Methods of teaching; use of the text book; the use of the assignment.
Means of vitalising the teaching of history.
Practical work in the classroom.

Art, First and Second Class.

Note:--Topics to be selected from the following outline to suit the needs of classes.

A. NORMAL INSTRUCTION AND PRACTICE IN ART:
Design: Theory and application, composition, conventionalisation.
Colour: Theory, scales, charts, and harmonies.
Application in design, nature and still life.
Perspective and application in still life, nature drawing and illustration.
Printing: Standard alphabets.
Practice in use of various media.
Art appreciation: Paintings, sculpture and architecture.
Applied design in stencilling, block printing, costume design and decoration problems.

B. THE ADMINISTRATIVE PHASE:
The purpose of art; materials and media; programme of studies for the several grades; methods and lesson plans; practice in teaching art.

The above outlines were selected as typical of the type of subject each represents. A further typical difference in the two courses is shown in the Mathematics outlines. The First Class course included Arithmetic, Algebra, Geometry and Trigonometry, while the Second Class course mentioned only Arithmetic and Geometry.
Though a course in Primary Methods had been a part of the Normal School programme from time to time, no mention of this course was made in the 1928 Course of Study. The Department evidently noticed this omission for in 1930 a Primary Specialist was employed in each of the three Normal Schools. However, in the interests of economy, all three were dismissed in 1931.

Though the First and Second Class Normal School courses were separately outlined in all Normal School Courses of Study issued up to 1928, these courses as taught in Normal School were by 1929 practically identical. This fact was verified verbally by G. N. Griffin and J. A. McLeod of the Regina Normal School, and R. W. Asselstine of the Saskatoon Normal School. In 1930 the Department of Education amended the Normal School Course of Study, deleting the Second Class course as outlined in 1928, and prescribing the 1928 First Class course for both First and Second Class students. Trigonometry was dropped from the Mathematics outline, and a study of certain sections of the Public Health Act and the Teachers' Superannuation Act added under the outline for School Administration. The latter Act had just come into force in 1930.

To provide practice-teaching under conditions that would be met by the majority of teachers when they accepted positions in rural schools was a problem that had troubled Normal School principals for a long time. In 1919 G. M. Weir, principal of the Saskatoon Normal School, had suggested that pupils from the city schools be grouped to form a typical one-roomed

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school for the purpose of giving demonstration lessons. In 1920 he made the suggestion that it might be possible to transport teachers to rural schools by bus in order to give them an opportunity to observe and teach under conditions similar to those they would meet on first entering the profession. No attempt was made to solve the problem until 1930. In the Fall of that year every Normal Student spent two weeks in a rural school. Each student was given an opportunity to select the school most convenient for him to visit, but the Normal Schools made complete arrangements for all students who so requested. Transportation and extra living costs involved were borne entirely by the students. Such a system is still in operation.

The Philosophy and Methodology taught in the Normal Schools is not fully revealed by the Courses of Study. The content of these courses can be learned only from an analysis of the text books prescribed from year to year for use in the Normal Schools. Table 12 shows all text books authorized for use in Third Class Normal School sessions from 1889 to 1927. Tables 13 and 14 show all text books authorized for use in Second and First Class Normal School sessions from 1889 to 1930.

The information concerning the Normal School Courses of Study since 1913, given in this study, is not intended to be exhaustive. It does, however, give a general picture of the development of the Course over that period. Records of the Department of Education do not contain any information other than that herein referred to. It is hoped that this outline
will provide a useful background from which some student will, through contacts with former principals and staffs of Normal Schools, build a complete record of the Normal School Courses of Study.

Teachers' Reading Course.

A further method of maintaining and improving the professional status of teachers in the Territories was the introduction of a Teachers' Reading Course in 1900. The Course was the Department of Education's answer to the request of many teachers, who had completed their professional training, for guidance in their subsequent reading. The regulations governing the Course were as follows:

The Commissioner of Education may prescribe a Course of Reading for teachers. Teachers may at any time enter upon the course (which shall be optional) by reading one or more of the three books prescribed each year. Any teacher who desires a certificate of having read satisfactorily any book prescribed shall write brief essays on topics based upon such book and assigned by the Department of Education. He shall also make a declaration that he has carefully read the book and that the essays written were composed by him. The essays and declaration shall be transmitted to the Department of Education not later than March 1, in each year.

Any teacher who submits to the Department a certificate of having read satisfactorily nine of the books prescribed shall receive a diploma certifying to the completion of one full reading course. Additional diplomas shall be awarded to teachers who complete additional course of nine books.

History, Philosophy, and Psychology of Education, method of teaching particular school subjects, books on Nature Study,

Geography, etc., and Biographies of great men were topics included in the list of books prescribed from year to year.

The Course was still in effect to 1922, but in the interval several changes had been made. In 1907 the Course was made compulsory for all teachers holding interim certificates, and to qualify for a First or Second Class professional certificate a teacher had to complete the Course prescribed for any one year. The requirements for a Diploma were lowered from nine to six books. 53

Again in 1911 the requirements of the Course were eased. Two of the three books listed annually constituted a full Course for any one year, and certificates showing that four books had been satisfactorily read entitled the holder to a diploma. 54

After 1913 teachers were required to choose their own essay topics, and certificates issued to all who completed the Course for any one year. To qualify for a diploma a teacher was still required to complete the Course for any two years, 55 but this was lowered to one year 56 in 1915.

From 1916 a teacher was permitted to substitute for one of the essays on a topic related to a book on the Reading

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53Report of the Department for Education of the Province of Saskatchewan, 1907, pp. 61, 62.
54Ibid., 1911, pp. 70, 71.
55Circular of Information for Students and Teachers, issued by the Department of Education for the Government of Saskatchewan, 1913-14, pp. 2, 3.
56Ibid., 1915, p. 7.
Course an essay on some subject to which he had given special study.\(^{57}\) This subject, however, had to be approved by the Department of Education. A further modification in 1917 permitted one of the essay topics to be "A Survey of My School District."\(^{58}\)

From 1907 to 1921 completion of the Teachers' Reading Course had been one of the requirements for obtaining a permanent teaching certificate. This requirement was withdrawn\(^{59}\) in 1921, and the course made optional to all, but it was recommended to teachers as a means of keeping abreast with modern tendencies in education. A diploma was issued on the same basis as before, but essay topics were limited to those based on the prescribed books. In 1922 the number of books to be read was increased to three.\(^{60}\) After this date no mention was made of the Teachers' Reading Course in any of the Department's circulars or reports. Though the section of the School Act\(^{61}\) making provision for the Course had not been repealed in 1930, by that date the Course had ceased to exist.

\(^{57}\)Ibid., 1916, p. 9.

\(^{58}\)Ibid., 1917, p. 13.

\(^{59}\)Ibid., 1921, pp. 16, 17.

\(^{60}\)Ibid., 1922, p. 10.

\(^{61}\)Statutes of the Province of Saskatchewan, Chapter 110 of 1920, s. 6 (d).
Teachers' Institutes.

Teachers' Institutes were organized for the purpose of improving the professional standard of the teachers in the Territories. Due to the acute shortage of teachers, numerous Provisional Certificates were issued to students who had had no professional training whatsoever. Distances were so great and the means of transportation so inadequate that teachers could not be expected to assemble annually at one central point to receive a few days' instruction. Local meetings attended by teachers within a few miles radius of the centre, where instruction was given, appeared to offer the best solution to the problem. So accordingly, in 1902, Teachers' Institutes were established in accordance with a clause in the School Ordinance 62 which read as follows:

Any number of teachers may organize themselves into a Teachers' Institute for the purpose of receiving instruction in the methods of teaching, and for discussing educational matters, subject to the regulations of the Council of Public Instruction.

Institutes were conducted annually at several centres in the Territories and also throughout the Province after its formation in 1905. The Commissioner of Education, with the assistance of the local school inspectors, gave the Courses at these Institutes.

The School Ordinance 63 of 1901 placed the control and

62 Ordinances of the North-West Territories, No. 22 of 1892, s. 183.
63 Ordinances of the North-West Territories, Chapter 29 of 1901, s. 4.
management of Teachers' Institutes in the hands of the newly-formed Department of Education. The regulations of the Department in 1906 made attendance at these Institutes compulsory for all teachers within "reasonable distance" of the place where the Institutes were held. They also provided for the establishment of Midsummer Institutes whenever a minimum of twenty teachers requested that such be established.

Though when first organized Teachers' Institutes were entirely separate from Teachers' Conventions, between 1910 and 1920 the latter were gradually taking the place of the former. In the Annual Reports of the Department of Education no reference is made to the holding of a Teachers' Institute after 1919, the date the Normal School term was increased from four to eight months.

Summary

Until 1903 a non-professional certificate was valid as a license to teach, though every effort was made to give teachers adequate professional training. The first professional training given teachers in the Territories was by the principal of the Moosomin Union School in 1890. From 1890 to 1893 such training was given in Union Schools by school inspectors. The only guidance from the Board of Education concerning the nature of this instruction was the list of subjects to be taught. In 1893 a Normal School was established

\[64\] Report of the Department of Education for the North-West Territories, 1900, p. 37.
at Regina. The Council of Public Instruction prepared a Course of Study for use in this school. Revisions were made in the course in 1906 and in 1911, though the course had been growing constantly in the intervening periods.

In 1913 a Normal School was opened in Saskatoon. The Courses of Study in the two Normal Schools were similar. Their content was determined largely by the principals and staffs of each school.

Up to 1919 the Normal School term had been four months or less. In 1919 the term was increased to eight months for first and second class students. A very brief summary of the Course of Study for Normal Schools was given in 1919.

Third Class sessions were held at various centres in the province from 1903 to 1927, after which date they were discontinued entirely.

The Course of Study issued in 1928 gave a detailed outline of the content of each of the subjects of instruction. This course was revised in 1930.

Teachers' Institutes and a Teachers' Reading Course were organized to contribute to the professional training of teachers.
CHAPTER VI

TEXT BOOKS

The text books authorized for use in any school system determine to a large extent the subject matter that is taught in the schools. This was true in schools of the North-West Territories and Saskatchewan, particularly in the pioneer period, for at that time the majority of teachers had little or no professional training or experience, and library facilities were practically non-existent. Most teachers depended entirely on the text book for the nature and organization of the subject matter content of the curriculum. Though this situation gradually improved, the text book still plays an important part in Saskatchewan's educational system.

The first step taken by the Board of Education to bring about uniformity of instruction in Territorial schools was the authorization of a list of text books in 1886. The School Ordinance\(^1\) of 1885 prohibited the use of any text book other than those prescribed by the Board of Education. The substance of this regulation is still in effect. It applies to Normal Schools as well as to Public and High Schools.

From 1885 to 1892, when the Territorial educational system was under the control of the Board of Education, the

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\(^1\) Ordinances of the North-West Territories, No. 3 of 1885, s. 69, ss. 2.
Protestant and the Roman Catholic sections of the Board prescribed the text books to be used in schools under their respective control.\(^2\) This policy was followed in prescribing text books for Public Schools, High Schools and Teacher Training Courses.

With the abolition of the dual system in 1892, text books for use in all schools were prescribed by the Council of Public Instruction.\(^3\) This duty passed to the Department of Education\(^4\) when it replaced the Council of Public Instruction in 1901.

Public School Text Books. A comparison of the text books first prescribed by the Board of Education with the list of text books used in Ontario in the same period as given by White,\(^5\) reveals that the influence of Ontario's educational system extended to the North-West Territories. Most of the text books prescribed by the Roman Catholic section of the Board were published in Montreal.

The Council of Public Instruction was also forced to

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\(^2\) Ordinances of the North-West Territories, No. 3 of 1885, s. 6, ss. 3.

\(^3\) Ordinances of the North-West Territories, No. 32 of 1892, s. 7 (d).

\(^4\) Ordinances of the North-West Territories, Chapter 29 of 1901, s. 6, ss. 2.

authorize text books prepared for schools in other parts of Canada and elsewhere, as the limited market in the Territories was not sufficient in the eyes of the publishers to warrant the publishing of text books for use in the Territories alone. By 1903, however, the school population had increased to such an extent that Calder expressed the belief that the time had arrived when publishers would be glad to supply the Territories with books prepared with a view to meet the requirements of the course of studies. Since that time many such books have been published.

Table 6 shows the Public School text books prescribed for use in the Territories and Saskatchewan to 1930. As the Readers form such a basic part of the Public School Curriculum, the Readers authorized during this period are included in a separate Table, Table 7. The information contained in these Tables was taken from the following sources:

1. Annual Reports of the Board of Education, 1885-1892.
2. Sessional Papers of the North-West Territories, No. 9 of 1894, 1895.

(5) Circulars of Information for Teachers and Students, 1912-1930.

Text Books in Standard V. Though for a short period following 1890 Standard V was considered the first High School Standard (see page 58) it was a part of the Public School organization until 1907. With the adoption of the Grade System in 1907, Standard V disappeared, but reappeared in 1909 as a part of the work of Junior Form High School. For this reason the text books prescribed for use in Standard V are not included in the Table of Public School text books. They are shown separately in Table 5. Sources of information were the first four sources mentioned above.

High School Text Books. Text books had a much greater influence on the High School curriculum than on the Public School curriculum. This is revealed by the manner in which the High School curricula were outlined. In very few cases did the subject matter included in any course extend beyond the content of the prescribed text book. In spite of the fact that in 1917 Foght condemned the practice of building a curriculum made up of such statements as "pages 1-127 of the prescribed text, omitting pages 98-103," no steps were taken to improve the situation.

Tables 9, 10, and 11 respectively show the text books prescribed in First and Second Year, Third Year, and Fourth Year High School or their equivalent from 1886 to 1930. It

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will be noted that the text books prescribed for the
First, Second, and Third Class teachers' non-professional
examinations from 1886 to 1903 are included in these Tables.

The information included in these Tables was obtained
from the same sources that supplied the information concerning
Public School Text Books.

Normal School Text Books. Tables 12, 13 and 14 show the
text books prescribed for use in Third, Second and First
Class Normal School sessions. The only available, direct
sources of information concerning Normal School text books
are those that contained similar data concerning Public and
High School text books. Unfortunately these sources do not
mention Normal School text books for the periods 1890-1894,
1920, and 1923-30. The text books prescribed in the period
1890-1894 were deduced from the references to authors made in
the current Departmental Professional Examination papers.
Through interviews and correspondence with Normal School
instructors and teachers who attended Normal School from 1920
to 1930, the text books used in the Normal Schools during this
period were ascertained. Some of the information supplied by
those interviewed was contradictory, and in several instances
it appeared that some Normal School teachers had requested
their students to purchase text books not prescribed by the
Departments of Education, therefore, there is the possibility
that these tables are not correct in every detail.
Summary

Text books have played a very important part in the educational system of the Territories and Saskatchewan. Only those texts prescribed by the central administrative authorities could be used. Information concerning text books prescribed for use in Public Schools, High Schools, and Normal Schools is found in the Annual Reports of the various administrative authorities outlining the text books prescribed from year to year. This information is summarized in the Tables at the conclusion of this chapter.
# TABLE 6

**TEXT BOOKS PRESCRIBED FOR USE IN THE PUBLIC SCHOOLS OF THE NORTH WEST TERRITORIES FROM 1886 TO 1905 AND IN THE PROVINCE OF SASKATCHEWAN FROM 1906 TO 1930, AND THE YEARS FOR WHICH EACH WAS PRESCRIBED**

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**Key to Publishing Companies.**

1. The Copp Clark Co., Toronto.
2. The Macmillan Co., Toronto.
3. The Educational Book Co., Toronto.
4. The Prang Co., Chicago.
6. The W. J. Gage Co., Toronto.
12. Irish Commissioners of National Education.
18. J. Campbell & Sons, Toronto.
22. Frères des Écoles Chrétiennes, Montreal.
### TABLE 7

READERS AUTHORIZED FOR USE IN PROTESTANT AND ROMAN CATHOLIC SCHOOLS
IN THE NORTH WEST TERRITORIES FROM 1886 TO 1905, AND IN SASKATCHEWAN FROM 1906
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(3) The Macmillan Co., Toronto.
(4) Thomas Nelson and Sons, Toronto.
(6) The Canada Publishing Co., Ltd.
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# Table 9

**Text Books Prescribed for Use in Standard VI and the Teachers' Non Professional Course, Third Class, from 1886 to 1906 and in First and Second Year High School from 1907 to 1930, and the Years for Which Each Was Prescribed**

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(3) W. J. Gage Co., Toronto.
(4) The Educational Book Co., Toronto.
(5) Allyn & Bacon, New York
(7) Ginn & Company, Toronto.
(9) The Prang Company, Toronto
(10) J. Curwen & Sons.
(12) The World Book Company,
(13) Hunter Rose Co.
### TABLE 10

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| McLean's High School Book-   |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
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| Black's Public School Book-  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
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| Dickinson & Young's Commer-  |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
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**Key to Publishing Companies**

(1) Educational Book Co., Toronto  
(2) The Prang Co.,  
(3) The Ryerson Press, Toronto.
TABLE 13

TEXT BOOKS PRESCRIBED FOR USE OF SECOND-CLASS NORMAL STUDENTS IN THE NORTH WEST TERRITORIES FROM 1889 TO 1905 AND SASKATCHEWAN FROM 1906 TO 1919, AND 1928, AND THE YEARS FOR WHICH EACH WAS PRESCRIBED

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2. The Prang Co., Chicago.
5. Ginn & Co. Chicago.
8. W. J. Gage Co. Toronto.
## TABLE 14

TEXT BOOKS PRESCRIBED FOR USE OF FIRST CLASS NORMAL STUDENTS IN THE NORTH WEST TERRITORIES FROM 1889 TO 1905 AND SASKATCHEWAN FROM 1906 TO 1919 AND 1928, AND THE YEARS FOR WHICH EACH WAS PRESCRIBED

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TABLE 14 (Continued)

**Key to Publishing Companies.**

2. The Prang Co., Chicago.
3. The McMilland Co., Toronto.
5. The American Book Co., Chicago.
7. W. J. Gage Co., Toronto.
CHAPTER VII

RETROSPECT

The foregoing chapters reveal certain definite trends in Public, High and Normal School curricula. That these trends are common to all three may be attributed partially to the interrelationship of the courses and partially to the fact that all were issued under the same authority.

In the Territorial period the general concept of education seemed to be that the purpose of the school was to fill the child's mind with knowledge. Little or no attempt was made to adapt the subject matter to the child, a fact borne out by the introduction of such subjects as Geography and Grammar, in the early grades and the factual material called for in every subject. A large part of the work of the Public School was reviewed in the High School Standards, indicating that one of the purposes of secondary education was to make the knowledge gained in Public School more complete. The teachers' greatest asset, apparently, was knowledge of the subject matter he was expected to teach, for until 1893 anyone of good character who could pass the prescribed examinations was granted a license to teach. These examinations were based on subject matter similar to that prescribed in the Public School Programme of Study though much more extensive in scope.

Though subject matter took first place on the school programme, the moral and spiritual side of the child's life was not neglected. Until 1893 the teaching of religion was
considered a very essential duty of the school. When the School Ordinance\textsuperscript{1} of 1892 eliminated religion as a subject of instruction in Public Schools, the Council of Public Instruction inserted, in the Public School curriculum, the subject "Manners and Morals" as a substitute for the instruction formerly given in religion. As instruction in this subject was to be introduced incidentally to the teaching of the other subjects of the curriculum, it did not receive the same direct attention as it formerly received. The 1907 curriculum did not contain any subject that had moral training and character building as its definite objective. Much of the subject matter formerly in the "Manners and Morals" course was later included in the Hygiene or Civics courses.

The omission of Manners and Morals as a separate subject in 1907 marks a turning point in educational philosophy. No longer was the teaching of subject matter an end in itself, but the medium through which the mental, moral growth and character development of the child was to be furthered. Far from losing its place in the curriculum, the aims of the Manners and Morals course permeated the whole curriculum. That this philosophy was the basis of the Normal School Programme is borne out by the principal of the Normal School, T. E. Perrett\textsuperscript{2}, in 1908.

\begin{flushright}
\textsuperscript{1}Ordinances of the North West Territories, No. 22 of 1892. \\
\textsuperscript{2}Report of the Department of Education for the Province of Saskatchewan, 1908, pp. 33, 34.
\end{flushright}
The gradual but nevertheless steady addition of subjects to the various courses of Study during the Territorial period was the first sign of the development of this new philosophy. The appearance of such subjects as Hygiene, Agriculture, and Manual Training, though adding more subject matter to the course, introduced the type of material that would influence the child's daily living, while Music and Art gave opportunity for expression and appreciation.

The period between 1913 and 1930 was characterized by frequent, though minor, changes in the Public School Course. The general purpose of these changes seemed to be to determine the proper grade placement of each subject and the amount and type of subject matter most suited to each grade level. The pattern of the changes from year to year is not sufficiently consistent to warrant the conclusion that the experimentation was conducted along scientific lines. The proper grade placement of subjects and subject matter has yet to be determined.

The addition of subjects to the High School Course of Study created a second problem for which, as yet, there is no satisfactory solution. By 1900 the curriculum included so many subjects that the student could not be expected to master them all. The logical solution was to prescribe certain subjects as obligatory and others as optional. The problem was to decide to which group each subject belonged. At first all subjects for a complete course were made obligatory. The optional subjects were called extra "bonus" subjects hence
only those students who wished to take more than the required subjects had any choice of subjects. This situation lasted only a few years. After 1907, the High School Course of Study offered a choice of subjects to all students. The list of obligatory subjects changed frequently between 1907 and 1930. With the introduction of Vocational courses the Department of Education listed various academic subjects to be included as a part of each Vocational course. Here again the subjects prescribed were changed frequently. Since no method of determining the relative value or the resulting influence of the various High School subjects existed, the only method of determining the best combination of subjects for any course was through trial and error.

The centralized system of control of text books and Courses of Study in the Territories has been a handicap to the solution of the two problems mentioned above. Such a system was probably justifiable in Territorial days when the majority of teachers were lacking in professional training and experience, and when the various religious bodies were using the schools as a means of spreading their doctrines, but centralization was carried to an extreme. The prohibiting of text books other than those prescribed by the Department of Education is understandable, but to insist that no library reference books be purchased without the approval of the Minister of Education seems to be going a little too far.

\[3\text{Regulations of the Department of Education Governing High School and Collegiate Institutes, 1907-1930, s.3, ss.4.}\]
The net result of the centralized control of text books and Courses of Study was to limit the operation of this trial and error process of determining the grade placement of subject matter and the relative value of the different High School subjects for only one trial could be made at a time, and such trials had to be made with caution, for their effect was felt throughout the whole province.

Attempts to make the High School Course a General Course have been for the most part unsuccessful. The first courses of High School level were designed for the academic training of teachers. Chapter III tells how these courses came to form the High School curriculum. The only other course taught in the High Schools before 1908 was the course leading to University, and other than the foreign language requirements of the University Course, the two soon became identical.

For some reason the public has accepted this academic course as superior to any other High School course, and consequently, a large majority of students who do not plan to attend either the University or Normal School still insist on taking the full academic course. This attitude was evident as early as 1898, for Dr. Goggin's summary of the purpose of Secondary Education in 1898 contains a note of warning against this very thing.

The introduction of the General Course, the Commercial

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Course, and the Agricultural Short Course in 1907 did not alter the situation. Foght, in discussing the High School Course of Study as it existed in 1917, reports that practically no students were enrolled in the General Course and that the Commercial Course was taught in very few schools. The attitude of students to the Agriculture Course was greatly influenced by the dictum that it was intended for students who had not passed the qualifying examination for admission to High School. The addition of Industrial, Agricultural and Household Science Vocational Courses in 1920 did not alter the situation. In 1930, though 7956 students were enrolled in schools established under the Secondary Education Act; only 290 were enrolled in full time Vocational classes; 138 in part-time Vocational classes; and 15 in short term and special classes.

Problems Related to the Present Study

There are many problems related to the present study which require further research. Among these are: (1) The nature of text books prescribed for use in the schools of the North West Territories to 1905, and in the Province of Saskatchewan to 1941. (2) Courses of Study and text books used in

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5 Foght, op. cit., p. 98.
6 Ibid., p. 98.
7 Report of the Department of Education for the Province of Saskatchewan, 1930, p. 44.
8 Ibid., p. 45.
special schools, such as Indian Schools, Industrial Schools and the School for the Deaf. (3) The growth of vocational education in Saskatchewan. (4) Contributions made to the growth of educational institutions by such men as D. J. Goggin and D. P. McColl. (5) Problems relating to the training and certification of teachers. (6) The High School Course of Study as it was taught in rural, village and town schools, and in High Schools and Collegiate Institutes. (7) The influence of the Agricultural Instruction Committee on the educational system in Saskatchewan. (8) The proper grade placement of the subjects on the Public and High School curricula, and the type of subject matter most suited to each grade. (9) The relative vocational value of the various high school subjects. (10) The relative cultural value of the various high school subjects.
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Saskatchewan. Department of Education. Courses of Study for High Schools and Collegiate Institutes, 1913-1930. A. B. Ross, Director of Curricula and Correspondence Instruction, Department of Education has these in a loose-leaf book in his office in the Legislative Buildings.

Saskatchewan. Department of Education. Courses of Study for Normal Schools, 1913 and 1923. J. R. Davidson, Registrar, Department of Education, has a copy of each of these courses in his office in the Legislative Buildings.

Saskatchewan. Department of Education. Regulations and Courses of Study for Provincial Normal Schools. Amendments, 1930. There are several copies of this pamphlet in the upstairs vault of the Department of Education.


IV. BOOKS AND MONOGRAPHS


V. UNPUBLISHED STUDIES


APPENDIX A
REGULATIONS OF THE PROTESTANT SECTION
OF THE BOARD OF EDUCATION.

Passed 15th March, 1888.

PROGRAMME OF STUDIES.

1. The following programme of studies, with the percentage of time to be devoted weekly to the teaching of each subject, is authorized for the Protestant Schools of the Territories; but its use may be subject to such modifications as the circumstances of each school may render advisable. These modifications must, however, before they are acted upon by the teachers, be submitted to the local school inspector and receive his assent.

2. The subjects of reading, writing, spelling, composition, arithmetic and moral training being essential, shall not be omitted from the time table of any school.

3. The time table of each rural school, not kept in operation the whole school year, shall assign at least seventy-five per cent. of the time each week to the teaching of the subjects declared to be essential, the remainder of the time being occupied with such instruction in Grammar, History, Geography, Object Lessons, etc., as may be found practicable, by familiar oral lessons or by combining them with the teaching of composition and writing.

4. Besides using the time for moral training definitely set apart in the programme, the teacher is expected to take advantage of such occasions as arise during the whole course of study for the inculcation of these matters, and he is expected also to support his instructions by his personal example and authority. The religious exercises of the school should be conducted without haste and with the utmost reverence and decorum.

5. Each teacher shall make out a time table for his school and submit it for approval to the local inspector at his next regular visit. It shall then be posted up, with the inspector's approval marked upon it, in a conspicuous place in the school room.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Standard I</th>
<th>Standard II</th>
<th>Standard III</th>
<th>Standard IV</th>
<th>Standard V</th>
<th>Full Course</th>
<th>Partial Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading.....</td>
<td>Tablets, First Book, Parts I &amp; II</td>
<td>Second Reader</td>
<td>Third Reader</td>
<td>Fourth Reader</td>
<td>Fifth Reader</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>Spelling.....</td>
<td>From Reading lessons on slates and orally</td>
<td>From reading lessons on slates and orally</td>
<td>From reading lessons oral and written</td>
<td>From Reading lessons and Dictation.</td>
<td></td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Composition..</td>
<td>New words in Reading lessons used in original sentences; reproduction of simple stories and of the substance of the Reading lessons</td>
<td>Reproduction of the substance of the Reading lessons; simple letter-writing</td>
<td>Reproduction of the substance of the Reading lessons; short historical tales letter writing</td>
<td>Further extension of the subject Exercises in narration and description; themes; essays</td>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Writing.....</td>
<td>On Slates</td>
<td>Copy-books, Nos. 1 and 2</td>
<td>Copy-books, Nos. 3, 4 and 5</td>
<td>Copy-books, Nos. 6, 7 and 8</td>
<td>The subject continued</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Arithmetic..</td>
<td>Part 1. Ideas of Nos 1 to 20 developed; operations in addition, subtraction, multiplication &amp; division, results not to exceed 20.</td>
<td>Simple rules completed.</td>
<td>Notation completed. Practical problems in simple rules.</td>
<td>Vulgar and Decimal fractions; Elementary Percentage and Interest.</td>
<td>The subject completed</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Subject</td>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
<td>Standard IV</td>
<td>Standard V</td>
<td>Full Course</td>
<td>Partial Course</td>
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</tr>
<tr>
<td>Arithmetic</td>
<td>Part 2. From 20 to 1000; operations in 4 simple rules results not to exceed 1000. Roman numerals to XII. Mental Arithmetic</td>
<td></td>
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</tr>
<tr>
<td>Ethics</td>
<td>Conversations on the duty of believing in, fearing and loving God; cleanliness and neatness; honesty, truthfulness and obedience</td>
<td>Subject continued; avoidance of impure and profane language</td>
<td>Subject continued; respect to parents and persons in authority, cultivation of courteous and modest behaviour at all times; how to be useful and honourable. Lessons on temperance; how to play in such a way as to promote health.</td>
<td>Subject continued; reverence for all denials, self-sacred things; respect, courteous behaviour, manliness, uns to the opposite selfishness, sex; the avoidance self-control, absence of bad forgiveness of habits; the injuries, cultivation of a thrift, per-severance. The position; the laws of health, duty of doing to including the others as we would nature and be done by. effects of alcohol - Loyalty to the Queen and country.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>Correction of common mistakes. Division of sentence into subject and predicate.</td>
<td>Correction of common mistakes. Division of sentence into subject and predicate.</td>
<td>Analysis of simple sentences. Recognition of parts of speech</td>
<td>Analysis; inflections of ed.</td>
<td>The Subject continued; ed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
<td>Standard IV</td>
<td>Standard V</td>
<td>Full Course</td>
<td>Partial Course</td>
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<tr>
<td>Subject</td>
<td>Standard I</td>
<td>Standard II</td>
<td>Standard III</td>
<td>Standard IV</td>
<td>Standard V</td>
<td>Full Course</td>
<td>Partial Course</td>
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<tr>
<td>Calesthenics</td>
<td>Simple exercises.</td>
<td>The subject</td>
<td>The subject</td>
<td>The subject</td>
<td>The subject</td>
<td>3</td>
<td>3</td>
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<td></td>
<td>Kindergarten Songs</td>
<td>continued</td>
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<td>continued</td>
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<td>with drill,</td>
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<td></td>
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<td></td>
<td>fire drill</td>
<td></td>
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<tr>
<td>Algebra and Geometry</td>
<td></td>
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<td></td>
<td>Elementary Algebra;</td>
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<td>Euclid, Books 1 &amp; 2</td>
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<td></td>
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<td></td>
<td>with deductions.</td>
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</tbody>
</table>
REGULATIONS OF THE ROMAN CATHOLIC SECTION
OF THE BOARD OF EDUCATION
Passed 15th March, 1888.

1. The programme hereinafter given shall be the programme of studies, in both English and French, for the Roman Catholic Schools in the North-West Territories, and the teaching shall be made from the books named in connection with each subject of study.

2. A time table, showing the percentage of time to be devoted per week on each subject, shall be prepared by the teacher of every school subject to the approval of the local Inspector, and shall with such approval written thereon, be posted in a conspicuous place in the school room; provided always that in schools, open during part of the year only, at least seventy-five per cent of the time each week shall be assigned to the teaching of reading, writing, spelling composition, arithmetic and religious instruction.
<table>
<thead>
<tr>
<th>Subject</th>
<th>Elementary Course</th>
<th>Intermediate Course</th>
<th>Superior Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading........</td>
<td>Metropolitan Readers. Domion Catholic Series-to the 3rd Reader inclusive.</td>
<td>Same Book as for Elementary Course, to the 4th Reader inclusive, or David Psalm Book.</td>
<td>Same books as for Intermediate Course, 5th Book, and reading of Manuscript</td>
</tr>
<tr>
<td></td>
<td>Cours Francais:</td>
<td>Cours Francais: Memes livres que pour Cours Elementaire, Jusqu' au 4e livre inclusivement.</td>
<td>Cours Francais: Memes livres, 5e livre et lecture du manuscrit.</td>
</tr>
<tr>
<td>Spelling........</td>
<td>Same Book as for Reading to the 3rd Reader inclusive.</td>
<td>Same books as for reading to the 4th Reader inclusive.</td>
<td>Same books as for reading 5th Book.</td>
</tr>
<tr>
<td></td>
<td>Cours Francais:</td>
<td>Cours Francais:</td>
<td>Cours Francais:</td>
</tr>
<tr>
<td>Eppellation.....</td>
<td>Memes livres que pour lecture. Jusqu' au 3e livre inclusivement.</td>
<td>Memes livres que pour lecture. Jusqu' au 4e livre.</td>
<td>Memes livres que pour lecture, 5e livre.</td>
</tr>
<tr>
<td>Grammar........</td>
<td>Lessons in English, By Christian Brothers, Elementary Course</td>
<td>Lessons in English, by Christian Brothers, Intermediate Course; or Masson's Superior Course, or Masson's Intermediate Course, to Syntax of participles inclusive.</td>
<td>Lessons in English, by Christian Brothers, Superior Course, or Masson's Superior Course; Complete knowledge.</td>
</tr>
<tr>
<td></td>
<td>or Masson's Elementary, to participles inclusive.</td>
<td>Cours Francais:</td>
<td>Cours Francais:</td>
</tr>
<tr>
<td></td>
<td>Cours Francais:</td>
<td>Lecons en Francais par les Freres des Ecoles Chretiennes, cours intermediaire; Grammaire Francaise, memes auteurs jusqu'aux participes inclusivement.</td>
<td>Lecons en Francais par le Freres des Ecoles Chretiennes, cours superior; Grammaire Francaise, memes auteurs toute la Grammaire.</td>
</tr>
<tr>
<td>Grammaire.....</td>
<td>Lecons en Francais, par les Freres des Ecoles Chretiennes</td>
<td>Lecons en Francais par les Freres des Ecoles Chretiennes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cours Elementaire; Grammaire Francaise, memes auteurs Jusqu' aux participes inclusivement.</td>
<td>Grammaire Francaise, memes auteurs Jusqu' a la Syntaxe participes inclusivement.</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Elementary Course</td>
<td>Intermediate Course</td>
<td>Superior Course</td>
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</tr>
<tr>
<td>Composition</td>
<td>Narrations on easy and usual subjects; correspondence.</td>
<td>On given subjects and analysis of selected passages.</td>
<td>Narrations; discourses; logical analysis.</td>
</tr>
<tr>
<td>Composition</td>
<td>Narrations sur sujets faciles et usuels; correspondance.</td>
<td>Sur sujets donne et analyse de morceaux choisis.</td>
<td>Cours Francais:</td>
</tr>
<tr>
<td>Geography</td>
<td>Christian Brothers, Elementary Course.</td>
<td>Cours Francais:</td>
<td>Christian Brothers, superior course.</td>
</tr>
<tr>
<td>Geographie</td>
<td>Freres des Ecoles Chretiennes Cours Elementaire.</td>
<td>Freres des Ecoles Chretiennes cours intermediaire.</td>
<td>Cours Francais:</td>
</tr>
<tr>
<td>History</td>
<td>Sacred History (compendium of, by Christian Brothers) the whole book.</td>
<td>History of Canada (compendium of) by Christian Brothers, under the English Rule.</td>
<td>History of Canada, (compendium of) by Christian Brothers, the whole.</td>
</tr>
<tr>
<td></td>
<td>Abregee de l'Histoire du Canada, par les Freres des Ecoles Chretiennes, sous la</td>
<td>Cours Francais:</td>
<td>Cours Francais:</td>
</tr>
<tr>
<td></td>
<td>Precis Histoire d'Angleterre par Drioux, Jusqu' a la Conquete.</td>
<td>domination Anglaise.</td>
<td>Histoire d'Angleterre, Precis, par Drioux, depuis la conquete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Histoire d'Angleterre, Precis, par Drioux, depuis la conquete Jusqu' a Henry VII</td>
<td>Histoire d'Angleterre, Precis par Drioux, tout le volume.</td>
</tr>
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<td></td>
<td></td>
<td>inclusivement.</td>
<td></td>
</tr>
<tr>
<td>Subject</td>
<td>Elementary Course</td>
<td>Intermediate Course</td>
<td>Superior Course</td>
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</tr>
<tr>
<td>Arithmetic......</td>
<td>English Course: Introduction to Commercial Arithmetic, by Christian Brothers, to the fractions inclusive.</td>
<td>English Course: Commercial Arithmetic, by Christian Brothers, percentage interests, discount, bookkeeping by single entry, inclusive and elements of double entry.</td>
<td>English Course: Commercial Arithmetic, by Christian Brothers, superior course, to the mensuration, inclusive.</td>
</tr>
<tr>
<td>Instruction Religieuse......</td>
<td>Cours Francais: Catechisme de Quebec, en entier.</td>
<td>Cours Francais: Catechisme de Quebec, en entier Abrege Catechisme de Perseverance, (Gaume) Premiere moitie.</td>
<td>Cours Francais: Abrege Catechisme de Perseverance (Gaume), tout l'ouvrage.</td>
</tr>
<tr>
<td>Writing..........</td>
<td>English Course: Canadian Calligraphy to No 4 inclusive.</td>
<td>English Course: Canadian Calligraphy to No.6 inclusive.</td>
<td>English Course: Canadian Calligraphy, end of the series.</td>
</tr>
<tr>
<td>Ecriture........</td>
<td>Cours Francais: Calligraphie Canadienne Jusqu'au No. 4 inclusivement.</td>
<td>Cours Francais: Calligraphie Canadienne, Jusqu'au No. 6 inclusivement.</td>
<td>Cours Francais: Calligraphie Canadienne fin de la serie.</td>
</tr>
<tr>
<td>Subject</td>
<td>Elementary Course</td>
<td>Intermediate Course</td>
<td>Superior Course</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Musique Vocale...</td>
<td>Cours Francais: Meme que dans le Cours Anglais.</td>
<td>Cours Francais: Meme que dans le Cours Anglais, partie intermediaire.</td>
<td>Cours Francais: Meme que dans le Cours Anglais, partie superieure.</td>
</tr>
<tr>
<td>Desssein</td>
<td>Cours Francais: Meme que dans le Cours Anglais.</td>
<td></td>
<td>Cours Francais: Comme dans le Cours Anglais.</td>
</tr>
<tr>
<td>Hygiene</td>
<td></td>
<td>English Course: Health in the House, by Catherine M. Burton.</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td>English Course: History of English Literature by Chateaubriand.</td>
</tr>
<tr>
<td>Algebra</td>
<td></td>
<td></td>
<td>Cours Francais: Histoire de la Litterature Anglaise, par Chateaubriand.</td>
</tr>
<tr>
<td>Algebre</td>
<td></td>
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<td>English Course: Todhuners Algebra, to the quadratic equation inclusive.</td>
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<td></td>
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<td></td>
<td>Cours Francais: Eysseric et Pascal, Jusqu' au 4e degre inclusivement.</td>
</tr>
<tr>
<td>Subject</td>
<td>Elementary Course</td>
<td>Intermediate Course</td>
<td>Superior Course</td>
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<tr>
<td>Geometry</td>
<td></td>
<td></td>
<td>Pott's Euclid, 1st and 2nd book.</td>
</tr>
<tr>
<td>Geomtrie</td>
<td></td>
<td></td>
<td>Cours Francais: Eysseric et Pascal, ler and le livre.</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td></td>
<td>H. E. Roscoe, 2nd Book.</td>
</tr>
<tr>
<td>Chimie</td>
<td></td>
<td></td>
<td>Cours Francais: Precis de Physique et Chimie par Drioux.</td>
</tr>
<tr>
<td>Botany</td>
<td></td>
<td></td>
<td>Gray, how plants grow.</td>
</tr>
<tr>
<td>Botanique</td>
<td></td>
<td></td>
<td>Cours Francais: Drioux, Elementaire, L'Abbe Moyen (sulpicien</td>
</tr>
</tbody>
</table>

**GENERAL MANAGEMENT**

The Regulations of the Board of Education referring to the general management and discipline of schools under its control shall be the regulations for the general management of all Roman Catholic Schools.
AMENDMENTS TO THE PROGRAMMES OF STUDY
FOR PROTESTANT AND ROMAN CATHOLIC SCHOOLS
OF THE NORTH-WEST TERRITORIES,
AUTHORIZED 1890

Protestant

Under the subject Reading in Standard V strike out the words, *Fifth Reader*, and substitute therefor the words, *Ontario High School Reader*.

Under the subject Arithmetic, in Standard I., after the word "division" in the 6th line, add the following words: "mentally, and in addition and subtraction on slates;" and after the words "rules" in the 10th line, add the following words, "mentally, and in addition, subtraction and multiplication on slates."

Under the subject "Geography," in Standard IV, strike out all the words, and substitute the following: --"Subject continued, with Canada particularly, and general Geography," and in Standard V add the words, "Subject continued."

Under the subject "History" in Standard IV read "Principal events in Canadian History." And in Standard V, read "English and Canadian History."

After the subject "History" add the subject "Literature;" and in Standard IV, for this new subject, read "Subject commenced, with selections from the Fourth Reader." And in Standard V, read "Subject continued, with selections from the High School Reader."

Under the subject "Bookkeeping" in Standard IV, after the word "drafts" read "Single Entry."

Under the subject "Drawing" in Standard V, read "The subject continued; High School Course commenced."

Under the subject "Algebra" in Standard V, read "Elementary Algebra, to the end of Simple Equations, in the prescribed text book."

Under the subject "Geometry" in Standard V, read "Euclid, Book I, with easy deductions."

After the subject "Geometry" add the subject "Agriculture,
and in Standard IV, read "Subject commenced." And in Standard V, read "The Subject continued."

Add also the following as an optional subject, "Needlework, &c." and read, "One hour per week may be devoted to teaching Needlework, &c., at the discretion of the Trustees."

Roman Catholic

In the Intermediate Course and in the Superior Course, add the Subject "Agriculture; Ontario Public School Agriculture."
This Programme is based on a minimum requirement for each Standard. It is prescribed by the Council of Public Instruction as a guide in classifying pupils. It may be modified to meet the needs of special schools but not without the written consent of an Inspector who shall forthwith report to the Council. The work in each Standard includes a review of the essentials of previous Standards.

It shall be the duty of each teacher to make a Time Table, based on this Programme, and to present it to the Inspector, at each visit, for his approval and signature.

Reading and Literature.

Silent reading is used to obtain ideas and thoughts through printed or written words -- to comprehend the subject matter as a whole and to grasp the significance of the parts, as well as to discover and appreciate beauties of thought and expression.

Oral reading is used to express these ideas and thoughts so as to be heard, understood and felt. It involves systematic training in the principal elements of expression -- quality of voice, pitch, force, time, stress, inflection, emphasis, pause.

Supplementary reading is used to furnish additional reading matter; to provide reading collateral to the studies in nature, geography, history, literature, etc.; to cultivate a taste for good literature. Its use is optional.

Sight reading in silence is used to give power to glean thought quickly and intelligently from the printed page. It is followed by logical statement, in the pupil's own words, of what he has gleaned.

Selections of poetry and prose inculcating reverence, love of country, love of nature and admiration of moral courage are to be committed to memory and recited.

Standard 1.

Authorized First Readers. Authorized Supplementary Readers.
Authorized Second Readers. Authorized Supplementary Readers.

Standard III.

Authorized Third Reader. Authorized Supplementary Readers.

Authorized High School Reader. Authorized Supplementary Readers.

Orthoepy and Spelling.

Much attention should be given to accurate pronunciation. Pupils of the third, fourth and fifth standards should have constant practice in finding the pronunciation and meaning of words as are in their nature difficult to spell, and such as have been frequently misspelled in compositions. Pupils should not be drilled on the spelling of words which they may seldom or never have occasion to use.

Standard I.

Part I. Phonic analysis and synthesis, copying words, oral spelling.

Part II. Phonic analysis and synthesis, oral and written spelling of such words in each lesson as the pupil can learn while mastering the reading matter, transcription, dictation, uses of capital letters and terminal punctuation marks.

Standard II.

Phonic analysis and synthesis; transcription; oral and written spelling of such words in each lesson as the pupil can learn while mastering the subject matter—words to be arranged as far as possible in groups according to similarity in form; dictation; careful attention to spelling in all written exercises; uses of capital letters, terminal punctuation marks, quotation marks.

Standard III.

Careful attention to spelling in all written work; exercises as in previous Standards; division of words into syllables and marking the accent; common abbreviations and contractions; simple synonyms.

Standard IV.

Exercises as in previous Standards; a few helpful rules of spelling formulated inductively; meaning of common prefixes and suffixes.

Standard V.

Exercises as in previous Standards. Derivation and Composition of words, exercises being confined mainly to words which have an English primitive. (Consult "High School Grammar," Chap. IV, especially pp. 88-90, exercises 1-x.)
Composition.

(a) Compositions should consist, almost entirely, of expressions of thoughts evolved in the teaching of such studies as Geography, History, Agriculture, Literature, etc.
(b) Through progressive exercises both critical and constructive the pupils should be led to discover and apply the leading principles and maxims of expression. Only the most important errors should be corrected in any one composition.

Standard I.

Brief oral and written expression, in complete sentences, of simple thoughts suggested by observation of objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in Reading, etc.

Standard II.

(a) Brief oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of the substance of the lessons in Reading, History, etc.; simple letter writing.
(b) Combining thoughts into a simple sentence; mechanics of a composition -- heading, margins, etc.

Standard III.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the Paraphrase.
(b) Sentence structure in outline; use of the Paragraph; forms for letters, accounts, and receipts; drill to correct the chief errors revealed in written expression.

Standard IV.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; brief, accurate and legibly written expression of these thoughts; the Summary (Abstract); social and business letters.
(b) Sentence structure; Paragraph structure in outline; drill to correct the chief errors revealed in written expression.

Standard V.

(a) Correct oral expression of thoughts evolved in the teaching of all subjects; rapid, accurate and legibly written expression of these thoughts; Essay writing (Themes.)
(b) A systematic summary of the principles and maxim of expression previously discovered in practice; application of these in the correction of errors revealed in written expression; paragraph structure; pupils trained to criticise
compositions in a methodical way.

Grammar.

Grammar shows the structure of language. By revealing the rules of sentence building it helps the pupil in using correctly the forms of speech which the necessities of expression require. (Composition.)

Through the logical forms of subject, predicate and modifier it reveals the essential nature of thought and is an aid to the more thorough understanding of reading lessons.

The teaching of formal grammar should be brought into close connection with the work in reading and composition. Routine parsing and minute analysis should be avoided.

Standard I.

Oral correction of colloquial errors.

Standard II.

Correction of colloquial errors; division of a sentence into subject and predicate.

Standard III.

Correction of errors in the language used by pupils. Kinds of sentences -- assertive, interrogative, etc.; purpose of each. Parts of speech, phrases, clauses -- their functions and places in sentences. General analysis as an aid in getting the ideas in a sentence, and learning what words and groups of words do in the expression of thought.

Standard IV.

Correction of errors in the language used by pupils. Kinds of sentences -- simple, compound, etc.; purpose of each. Division of the parts of speech according to use; inflexion in outline. General analysis used as a means of discovering the relation and position of ideas in a sentence.

Standard V.

An intelligent comprehension of the prescribed text book.

History.

Training of the moral judgment, and preparation for intelligent citizenship are important aims in teaching history. History should be associated with geography and literature -- historical poems, etc.

Standard II.

Canadian History. -- Lives of distinguished men described, e.g.-Columbus, The Cabots, Jacques Cartier, Champlain, Bishop Laval,
Frontenac, La Salle, Montcalm, Wolfe, Sir Guy Carleton, Lyon Mackenzie, Papineau, Joseph Howe, Alexander Mackenzie, Sir John Macdonald, etc. Discussion of the chief excellences and defects in their characters to teach moral discrimination and, ultimately, to derive principles of conduct. Reading and reciting of patriotic poems.

**Standard III.**

**Canadian History.**—Outline study of leading features, e.g.: Discovery; exploration; struggle between the French and English Colonists; Treaty of Paris; Quebec Act; Constitutional Act; War of 1812; Rebellion of 1837; Union Act; Clergy Reserves; Land Tenures—Feudal, Freehold, Leasehold, Seigniorial; Reciprocity Treaty; British North America Act, etc.

**English History.**—Biography of persons honored as types of state or individual life—e.g.: Caractacus, Julius Caesar, (Arthur), Alfred, Canute, William I, Simon de Montfort, Edward I, Solsey, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc. Discussion of their deeds to train moral judgment and incidentally to teach patriotism and civic duty. Reading and reciting patriotic selections.

In this Standard the presentation is to be oral, no textbook being prescribed. After the lesson, supplementary reading should be encouraged.

**Standard IV.**

**Canadian History.**—The textbook studied as a review and expansion of the topics discussed in the previous Standards.

**English History.**—Outline study of each people or period to exhibit its chief characteristics, e.g.: Saxons—a farmer people; brought with them the germs of our political institutions—a limited monarchy, parliament, courts of justices, personal holdings of land; gave us the body of our English tongue; became Christian from choice. The presentation of this outline is to be oral. Supplementary reading in history should be encouraged.

**Standard V.**

**Canadian History.**—An intelligent comprehension of the prescribed text; comparison of constitutional struggles in Canada with corresponding ones in England; outline study of how we are governed—parliamentary, judicial, municipal and school systems; our civic duties—voting, office-holding, tax-paying, support of law, etc.

**English History.**—The textbook studied as a review and expansion of the topics discussed in previous Standards. Grouping of the essential facts in each period under topics indicating phases of progress, e.g.: Political, industrial, intellectual, aesthetic, religious—to show the growth of the nation.
Geography.

Standard I.

Direction: Position of the sun in the morning, at noon, in the evening; cardinal points of the compass; location of important places and objects by pointing with the hand and naming the direction.

Water: Observation of forms of water such as clouds, fog, mist, rain, dew, frost, snow and ice as they occur to find the more obvious qualities and uses of each.

Winds: Recognition of calm, breeze, gale.

Standard II.

Direction: Semi-cardinal points of the compass; observations of the directions of winds bringing heat, cold, rain, snow, moisture, dryness.

Land: Hills, mountains--direction and nature of their slopes; plain, valley, prairie; cape, peninsula, isthmus, island; relation of these bodies to one another; their uses.

[Teacher's reference: "How to study Geography," pp. 145-159, etc.]

Water: Fuller study of clouds, fog; mist, rain, dew, snow, ice, hail; as to uses and effects of each. Effects of sun and wind on these.

Spring, brook, river--source, banks, branches, mouth--lake; bay, sea, strait; relation of these bodies to one another; their uses.

Winds: Calm, breeze, gale, storm, hurricane; effects on land and sea, on plants, animals, people, vessels.

Maps: Construction of maps of school room, school grounds, neighborhood, map representation of geographical objects studied.

The World as a Whole: Outline study of its form, rotation, axis, poles, equator, hemispheres; hot, temperate and cold parts.

Continents: Their relative positions and sizes; characteristic animals and plants in each; occupations, habits, dress and modes of life of the leading peoples in each.

Oceans: Their relative positions and sizes; some characteristics of each.

Standard III.


Water: River systems.

Continent Structure: Great slopes, continental axis, land masses, secondary axis, great river basins, great river systems, coast lines. (Teacher's reference: How to Study Geography," pp. 13-51 and 146-152.)

The World as a Whole: Relief:--World ridge from Cape Horn to Cape of Good Hope.

Lowlands; World basins--their position between the two highlands of each continent. Outline description of each.

Drainage: World water parting; world river systems.

Winds: Elementary ideas of causes and influences of Trade winds, Return Trades, Polar Currents, Monsoons.

Rainfall: Formation of clouds and rain; places of much, little or no rain; reasons.


Productions: Chief agricultural, grazing, lumbering, and mining regions. (Consult "Child and Nature", p. 185.)

People: The different races and their distribution.

North America.

(References for Teacher's use. Parker's How to study Geography pp. 185-218. King's Methods and Aids in Geography, chapters XIL-XVI. The Story of our Continent--Shaler.)

Position.

Structure: General description of primary and secondary highlands, river basins.

Drainage: Great water-partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture--their causes and influences generally.

Natural Production and Productive Regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; deficiency and imports.

Waterways and Railways: Noted trade routes.

Cities: Prominent commercial centres of the continent and their relation to belts of products.

Political Divisions: Their relation to the physical structure of the continent; capitals, forms of government, nationalities, state of civilization.

North-West Territories: Studied generally as a review of a section of the continent: the agricultural, grazing, lumbering and mining regions; chief trade routes; about a dozen towns.

Standard IV.

Dominion of Canada studied as a review, with additions, of a section of the continent of North America. Same topics as for continent study. (Teacher's reference: "The Geography of the British Colonies," by Dawson and Sutherland.


Eurasia. (Europe and Asia.) General structure of Eurasia compared with that of North America and that of South America. (Teacher's reference: "How to study Geography," pp. 224-263.)

Europe. Under the same topics as North America. Comparisons.
Asia. Only a very general study of climate, natural productions and productive regions, trade routes, cities. Political divisions—mainly India, Japan and China. Comparisons.

Standard V.

Africa and Australia. Brief study of general structure; brief comparisons of main features with those of other continents.

British Empire.
Motions of the earth, day and night—reasons; latitude, longitude, tropics, polar circles and eclipses.
Heat winds, ocean currents, tides, rainfall, dew, ice, glaciers, etc.
Distribution of soil, vegetation, animals, races of men, minerals; causes. Great commercial centres of the world, great routes of commerce. (Teacher's reference: "How to study Geography," pp. 301-338; King's "Methods and Aids," chapters XVI-XVIII.)

Nature Study and Agriculture.

(Teacher's reference books: Spalding's "Introduction to Botany," Newell's "From Seed to Leaf," Goodale's "Concerning A Few Common Plants.")

To interest pupils in Nature, to train them in habits of careful observation and clear expression, and to lead them to acquire useful knowledge are important aims in teaching this subject.

The pupil must study the plant, the animal and the soil rather than book descriptions of them. He may consult books after he has made his observations. The study of plant life should be emphasized in Spring though not restricted to that season.

This study should be connected with Language, Drawing and Geography.

Standard 1.

Plant Life:

Seeds: Bean, pea, sunflower, corn, wheat.
Germination: its conditions—light, air, moisture, soil, warmth.
Structure: covering, cotyledons, embryo.
Seedlings: Parts—stems, roots, leaves.
Buds: Poplar, willow, maple, elm, spruce.
Covering, unfolding, arrangement on stem.
Animal Life: Cat, dog, cow, horse, sheep, hen, fish.
Covering, food, uses.

Plant Life:

Plant structure: Herbs, shrubs, trees.
Stem: Its parts—wood, bark, pith; their uses.
Root: Its parts—primary root, rootlets, root
hairs; their uses.
Leaves: Its parts—stipules, stock, blade, veins; their uses.
Fruits: Apple, orange or lemon, plum or cherry, pumpkin or squash, raspberry or strawberry; the uses of their parts to the plant and to man.

Animal Life:
Fuller study of the animals selected for Standard I, including structure of feet, head and teeth; relation of structure and habits.

Standard III.

Plant Life:
Leaves: Their position, arrangement, form and venation; their relation to sunlight, air and direction of water to roots.
Flowers: Silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts.
Roots: Wheat, willow, carrot, turnip, radish, potato. Their forms, and the uses of their parts to the plant and to man.

Soils: Outline study of formation, composition, classification, exhaustion, restoration. (Public School Agriculture" Chap. III.)

Animal Life: Ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat:—Adaptation of their forms and structure to their modes of life.

Standard IV.

Plants: Their food—its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds.
Weeds: Bindweed or Wild Buckwheat, Tumble-weed, Hedge Mustard, Stink-weed, Russian Thistle; methods of destroying. ("Agriculture", chap. XII)
Trees: Their cultivation for shade, ornament and protection. ("Agriculture", chap. XIX.)

Soils: Preparation of for seed. ("Agriculture", chap. VI)

Animals: Feeding, care and management of horses, cattle, sheep and swine, ("Agriculture", chap. XIV.)
Insects: Growth, classification, remedies. ("Agriculture", chap. XII.)

Standard V.

Tillage: Drainage, fertilizers, subsoiling. ("Agriculture", chap. V.)
Crops: Their growth, management, rotation; diseases, remedies; soiling crops. ("Agriculture", chap. VII, VIII, IX, XI.)
Animals: Principles of feeding. ("Agriculture", chap. XIII)
Dairying: ("Agriculture", chap. XVII.)

Arithmetic.

Every new thought process in this subject should be developed objectively. Principles and rules should be arrived at inductively. Accuracy and rapidity in the simple fundamental processes are important.

Problems should, so far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning, accuracy of statement and elegance of form in the solutions of problems should be emphasized. Pupils should have regular practice in the construction of problems. The subject matter of Nature Study, Agriculture, Geography, etc., furnishes interesting data for many problems.

Standard 1.

(Teacher's reference: Wentworth's "Primary Arithmetic."

Part 1.

Numbers 1 to 12—their combinations and separations, oral and written; the making and use of arithmetical signs.

Making and showing relation of one-half, one-fourth, one-eighth; one-third, one-sixth; one-fifth, one-tenth; one-third, one-ninth, one-twelfth; one-seventh; one-eleventh; (Objective illustration—no figures used.)

Use and relation of pint, quart, gallon, peck, bushel; inch, foot, yard; day, week, month, year; five cent and ten cent coins; simple problems.

Part 11.

Numbers 1 to 25—their combinations and separations.

Use and meaning of one-thirteenth.............one-twenty-fifth; review of fractions in Part I.

Use and relation of ounce, pound; hour, day; foot, rod; sheet, quire.

Counting to and from 25 by ones, twos, threes, etc. Drill in rapid figure work (especially in addition) involving combinations in the numbers 1 to 10. Reading Roman notation to XXV. Inventing and solving simple problems.

Standard 11.

(Teacher's reference: Wentworth's "Primary Arithmetic."
Numbers 25 to 100. Addition, subtraction, multiplication and division.

Use and meaning of one-twenty-sixth........one-one-hundredth. Addition, subtraction, multiplication and division of fractions studied in Part 1.

Percentage: Use and meaning of 50%, 25%, 10%, 5%, 33 1/3%, 12 1/2%; relation to fractions.

Use and meaning of pound, bushel; square inch, square foot, square yard; finding area of small surfaces.

Counting to and from 100, by ones, twos, etc., to tens; multiplication table made and mastered. Oral and written drill in rapid figure work (especially in addition) involving the combinations in the numbers 1 to 25. Reading Roman notation to C. Inventing and solving simple problems suggested by any subject studied.

Standard III.

Notation and numeration; simple rules.

Common Fractions: Addition, subtraction, multiplication and division of fractions whose denominators do not exceed one thousand. Common Factor and Common Divisor as needed in fractions.

Decimal Fractions: Addition, subtraction, multiplication and division of tenths, hundredths and thousandths; relation to Common fractions.

Percentage: Easy problems in Simple Interest and Profit and Loss using such applications as occur in ordinary mercantile business.

Remaining Weights and Measures used in practical life, taught and applied; measurement of surfaces and right angled triangles; contents of rooms, boxes, lumber, piles of wood and hay.

Oral and written drill in the figure work of the simple rules to secure accuracy and rapidity.

Standard IV.

Common fractions. Decimal Fractions, omitting Recurring decimals.

Simple Interest, Profit and Loss, Commercial Discount, Commission. Problems should be confined to cases occurring in ordinary mercantile business.
Standard V.

Ratio and Simple Proportion with their applications to Partnerships; Square Root.

Mensuration: Chapters VII to IX, inclusive, in Hill's "Lessons in Geometry."

Geometry: Hill's "Lessons in Geometry."

At first, the pupil should discover geometrical truths through measurement, drawing, construction and superposition rather than logical demonstration. In demonstrations, clearness of reasoning, accuracy of statement and elegance of form should be emphasized. "The subject matter of each lesson should be considered in its relation to life, i.e., the actual occurrence, in nature and in the structures of machines made by man, of the geometrical forms studied; and the application of the propositions to the ordinary affairs of life should be the basis and the outcome of every exercise."

Algebra: First 100 exercises in Clarkson's "Public School Algebra."--Scholar's edition.

Drawing (Provisional Course.)

(Teacher's reference: The Frang Primary Course in Art Education--Parts I and II by Hicks and Locke.)

Drawing is to be taught as an added means of expression. Pupils are to draw in blank books after observing the type solids and objects.

Standard 1.

Teach the following forms as wholes from type solids and objects:

*Sphere* and similar forms, natural and artificial, e.g., ball, marble, apple, tomato, cherry, lemon, etc.

*Cylinder* and similar forms, natural and artificial, e.g., pencil, bottle, spool, pint measure, cup, rope, ladder, mallet, etc.

*Cube* and similar forms, natural and artificial, e.g., box, chest, basket, ink-stand, lump of sugar, etc.

Teach their parts--surfaces, faces, edges and corners and the relation of these parts: compare them.

Illustrative sketching in connection with Nature Study.

Standards 11 and 111.

The work of Standard 1 and the following:
The type solids bisected and studied as new wholes.

**Hemisphere** and similar forms, natural and artificial, e.g., half an apple, dish, bowl, cap, oil can, etc.

**Half Cylinder** and similar forms, natural and artificial, e.g., bandbox, coin, etc.

**Half Cube**, square prism, right angled triangular prism, and similar forms, natural and artificial, e.g., box, trunk, ear, roof of a house, etc.

Teach their parts—surfaces, faces, edges, and corners, and the relation of the parts. **Scribe** them.

Teach geometric figures—triangle, square and rectangle from the solid. Draw objects based on these figures, e.g., pennant, envelope, door, cross, flag, etc.

**Illustrative sketching in connection with Nature Study.**

Standards IV and V.

The work of previous Standards and forms derived from the type solids by variation.

**Spheroid**, ellipsoid, ovoid, and similar forms, natural and artificial, e.g., lemon, cucumber, watermelon, egg, hops, pear, strawberry, vase, etc.

**Cone**, circular frustrum, and similar forms, natural and artificial, e.g., carrot, volcano, mountain peak, hour glass, wine glass, etc.

**Pyramid**, square frustrum and similar forms natural and artificial e.g., cupolas, pyramids of Egypt, basket, etc.

Draw, from the solids, the geometric figures, circle, ellipse and oval and learn the terms circumference, diameter, radius, arc, centre, focus, axis. Draw objects based on these figures, e.g., target, circular window, hand mirror, eye glasses, horse shoe, padlock, fan, spoon, etc.

**Illustrative sketching in connection with other studies.**

**Music (Provisional.)**

Standards 1 and 11

Singing of rote songs; drill on the scale and intervals—Normal Music Course First Reader, Part I.

Standards 111, IV, and V.

Normal Music Course First Reader. Second Reader when First
Hygiene--Physiology

(Teacher's reference: Ontario Manual of Hygiene or Ontario Public School Physiology and Temperance.)

For convenience in teaching these subjects the ungraded school may be divided into two sections, the first comprising the pupils in Standards 1 and 11 and the second those in Standards 111, 1IV and V. Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children, the ventilation, lighting, heating and cleaning of the school room, and the supervision by the teacher of the sports and gymnastic exercises of the pupils.

Topics: Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits, bathing, accidents, poison, disinfectants, digestion, circulation, respiration, care of the eye and ear.

Stimulants and Narcotics
with special reference to the use of Alcohol and Tobacco

The great purpose is to build up in the mind a theory of self-control and a willingness to abstain from acts that may grow into dangerous habits. The moral and social effects should be made prominent and abstinence be inculcated from higher ends than such as concern only the body. Technicalities and persistent dwelling upon details of diseases should be avoided. Special delicacy of treatment is needed in those unfortunate cases in which children find themselves between the safe teaching of the school and the counter practices and influences of the home. Refrain from assertions of what is uncertain or sincerely doubted by high authority, or likely to be repudiated by the pupil when he is mature enough to judge for himself, since the admitted and unquestioned facts about the more dangerous stimulants and narcotics, and alcoholic drinks in particular, furnish invincible reasons why people in general should do without them, and young people above all others.

Teach what a stimulant is, what a narcotic is, what each may cause; effects of alcohol on the digestive, circulatory, muscular and nervous system.

Teach that tobacco contains a poisonous substance called nicotine, that it frequently injures the throat, lungs, heart and other organs in adults, that it is far more harmful to young and growing persons than to adults, that it is particularly objectionable in the form of a cigarette, that children should avoid it in all its forms, and that the more sparingly grown people use it, the better, as a rule, they are off.
Manners and Morals

(Teacher’s reference: White’s School Management, pp. 218-294)

Ungraded schools may be divided as in Hygiene when direct instruction is given.

It is the duty of the teacher to see that the pupil practices those external forms of conduct which express a true sense of the proprieties of life and that politeness which denotes a genuine respect for the wants and wishes of others. It is his duty to turn the attention of the pupils to the moral quality of their acts and to lead them into a clear understanding and constant practice of every virtue. His own influence and example; the narration of suitable tales to awaken right feeling; the memorizing of gems embodying noble sentiments, and maxims and proverbs containing rules of duty; direct instruction, etc., are means to be employed.

Topics: Cleanliness and neatness, politeness, gentleness, kindness to others, kindness to animals, love, truthfulness, fidelity in duty, obedience, nobility, respect and reverence, gratitude and thankfulness, forgiveness, confession, honesty, honour, courage, humility, self-respect, self-control, prudence, good name, good manners, temperance, health, evil habits, bad language, evil speaking, industry, economy.
APPENDIX D

MUSIC COURSE SUBSTITUTED
IN THE 1895 PROGRAMME OF STUDY
FROM 1898 TO 1900

Music

Standard I

Singing of rote songs clearly and sweetly. Drill on the scale, and intervals such as are found in exercises 1, 2, 3 and 4 on the second page of the First Series of Charts (Normal Music Course.) Exercises in time given with the time names and the metronome.

Standard II

The First Chart completed. Easy exercises in each of the keys G, D, A, Eb, Ab, Bb, and F--such as are found in Part I, First Reader. Continued exercises in time--such as are found in First Rythmic Chart (Undivided Pulsations).

Standard III

First Reader, Part I, completed. Reading music in Parts II and III of First Reader. Time exercises continued.

Standard IV

First Reader completed. Special attention given to two part songs and exercises. (Each pupil should be able to sing either a soprano or alto part). The Second Series of Charts and Second Reader commenced. Time work on First Rythmic Chart completed, and Second Rythmic Chart (Divided Pulsations) commenced.

Standard V

Second Series of Charts, Second Reader and Second Rythmic Chart completed.
APPENDIX E

COURSE OF STUDIES FOR
STANDARD V
Approved August, 1903

In the following course certain subjects are obligatory and others optional. The obligatory subjects are those which all pupils in the standard are required to study whether prescribed for examination or not. The optional subjects are those whose study may, with the consent of his parents, be omitted by any pupil unless he intends to be a candidate for examination in which case he must complete the course prescribed in algebra, geometry, and agriculture. The annual examination shall include both obligatory and optional subjects. Every candidate must write on all the subjects prescribed for examination.

Reading:--A general knowledge of the subject matter of all the prose selections in the New Canadian Reader, Book V. These selections--except those prescribed for Literature--are for independent supplementary reading rather than study. Practice in oral reading.

Literature:--Intelligent comprehension of and familiarity with the following selections from the New Canadian Reader, Book V, with memorization of the finest passages: On My Mother's Picture, p. 9; David Swan, p. 31; Maud Muller, p. 41; Rip Van Winkle, p. 47; Cavalry Charges at Balaklava, p. 105; The Death of Socrates, p. 165; Thanatopsis, p. 169; Lady Clara Vere de Vere, p. 193; The Happy Warrior, p. 199; The Tragedies of Birds' Nests, p. 205; To a Skylar, p. 229; To the Cuckoo, p. 233; The Whitethroad, p. 240; The Canadian Song-Sparrow, p. 241; The Passing of Arthur, p. 247; Daniel O'Connell, p. 272; The Lotos Eaters, p. 281; Village Characters, p. 285; The Fairies, p. 313; Ode on the Death of Wellington, p. 329; The Mountain of Miseries, p. 335; Peace of Mind, p. 347; The Queen and the Empire, p. 371; The Canadian Confederacy, p. 379; The Austral Months (January to June), p. 394.

Composition:--The structure of the sentence and paragraph; the abstract, paraphrase and theme; social and business letters. Candidates for examination will be required to write a short composition on some familiar subject which may be chosen from the course prescribed in Reading.

Grammar:--An intelligent comprehension of Goggin's New Elementary Grammar.

Orthoepy and Spelling:--Careful attention to spelling.
in all written work; division of words into syllables and marking the accent; abbreviations and contractions; synonyms; meaning of common prefixes and suffixes; derivation and composition of words, exercises being confined mainly to words which have English primitives.

**Arithmetic and Mensuration:** A general review of the work prescribed for Standards III and IV including notation and numeration, measures and multiples, common fractions, decimal fractions, square root, the metric system, the weights and measures used in practical life, measurement of surfaces, contents of rooms, boxes, piles of wood and hay; applications of percentage--profit and loss, simple interest, commercial discount, commission; easy problems in taxes and insurance; ratio and simple proportion with their application to partnerships; mensuration as contained in Chapter VII of Hill's Lessons in Geometry. All problems should, as far as possible, have due relation to the demands of modern commercial and business life. Clearness of reasoning and accuracy of statement in the solution of problems should be emphasised. Rapidity and accuracy of work should be aimed at. Exercises in mental arithmetic should be given. Text book in arithmetic: Kirkland and Scott's *Elementary Arithmetic*, revised and enlarged edition.

**Algebra:** Definitions; simple rules; simple equations with problems; simultaneous equations of the first degree containing two unknown quantities, with easy examples and problems; easy factoring; an elementary knowledge of H.C.F. and L.C.M. Text book: C. Smith's *Elementary Algebra*.

**Geometry:** As in Hill's Lessons in Geometry omitting chapters VII, VIII and IX.

**Bookkeeping:** (a) A general knowledge of business forms and their uses--receipts, orders, promissory notes, drafts, cheques, bills, accounts, invoices, deposit slips, P.O. money orders, postal notes, etc.: (b) Single entry--use of books; easy sets. Test book: Black's *Public School Bookkeeping*.

**Geography:** The general geography of the world; geography of Canada more particularly. Text book: The New Canadian Geography, North-West Territories edition.

**History:** The leading events of Canadian history with particular attention to events subsequent to 1840; the outlines of British history. Text books: Clement's *History of Canada* and Buckley and Robertson's *High School History*.

**Nature Study and Agriculture:** (a) Nature Study--A general review of the topics prescribed for Standards III and IV including: Leaves--their position, arrangement, form and venation; their relation to sunlight, air and direction of
water to roots. Flowers—silverweed, anemone, rose, violet, everlasting pea, sunflower, wild bergamot; arrangement and uses of their parts. Roots—wheat, willow, carrot, turnip, radish, potato; their forms and the uses of their parts to the plant and to man. Plants—their food, its sources, how taken up, how assimilated; their reproduction, propagation; dissemination of seeds. Animals—ant, fly, grasshopper; hawk, crane, duck; gopher, wolf, muskrat; adaptation of their forms and structure to their modes of life. (b) Agriculture—A general knowledge of the following topics: Soils—formation, composition, classification, exhaustion and restoration; preparation for crops; tilling and draining. Crops—their growth, management, rotation, diseases. Live stock and dairying—feeding, care and management of farm animals; butter-making. Insects—growth, classification, remedies. Weeds—wild buckwheat, tumbleweed, hedge mustard, stinkweed, Russian thistle; methods of destroying. Trees—their cultivation for shade, ornament and protection. Reference book for pupils and teachers: Agriculture by James and McIntyre.


Penmanship:—Principles of letter formation; figures; ledger headings; addressing envelopes; a legible business hand. Neatness and legibility should be required in all written exercises.


The obligatory subjects of the standard are reading, literature, composition, grammar, orthoepy and spelling, arithmetic and mensuration, geography, British and Canadian history, nature study, hygiene and temperance, penmanship and drawing.

The optional subjects of the standard are algebra, geometry, bookkeeping, agriculture, and music.

Candidates for examination shall be required to write upon the following subjects: literature, composition, grammar, orthoepy and spelling, arithmetic and mensuration, geometry, history, geography, nature study and agriculture, drawing. The marks for penmanship shall be awarded on the composition paper.
APPENDIX F

A DRAFT OF PROPOSED CHANGES
in the
COURSE OF STUDY FOR PUBLIC SCHOOLS

DEPARTMENT OF EDUCATION, APRIL 1907

COURSE OF STUDY FOR PUBLIC SCHOOLS

This course of study is intended for the guidance of teachers in the elementary schools in the province. It indicates in a general way the nature and amount of instruction to be given in the several grades and is prescribed by the Department as a guide in the classification of pupils. The various subjects are to be taken up as herein specified and there shall be no departure therefrom without the written concurrence of the local inspector of schools. The work of each grade includes a review of the essentials in previous grades. It shall be the duty of every teacher to make a time-table for the school and submit it to the inspector for his approval.

As soon as possible after accepting positions in the province, teachers, and especially those who have obtained their training outside the province, should make themselves thoroughly familiar with the details of the course of study and arrange their time-tables in accordance therewith.

General Subjects For All Grades.

On account of the general nature of the instruction to be given in certain subjects, it is not expected that the teacher shall classify his pupils to the same extent in these as in others, nor that the same amount of time shall be given to them. For convenience in teaching, the pupils in ungraded schools might profitably be combined into two, or, at most three, classes. The amount of time to be given to these subjects must be left largely to the teacher subject to the approval of the inspector of schools for the district.
Morals and Civics.

These phases of school work may be taught incidentally in connection with the various lessons and also by direct instruction at favourable opportunities. The teacher should seek to implant in the minds of his pupils the principles of right living and should never forget that the influence he exerts by his conduct, manner, speech and dress will have a marked effect for good or evil upon his pupils.

The talks in civics should be suited to the capacity of the child and should relate to matters proximate to his daily life. They should aim not only to give information but also to strengthen the pupils morally and socially. Pupils should be taught to take an active interest in the life of the community in which they live; to understand their duties as members of society; and to realise what are their relations to the family, the school, the community and the state. Every effort should be made to furnish the child with such ideas and trend of action as will assist in making him an intelligent and patriotic citizen.

Suggestive Topics.

Morals.

Duties towards self:
- Self-preservation, cleanliness and neatness, patience, truthfulness, kindness, avoidance of profane and improper language, good habits.

Duties towards others:
- Courtesy towards adults. Conduct (a) at home, (b) at school, (c) on the street, (d) in public places, (e) on the playground. Helpfulness, gentleness, sympathy, kindness (a) to members of the family, (b) to people generally, (c) to dumb animals.

Home duties:
- Respect for (a) parents, (b) the weak and aged, (c) those in authority.

Respect for the property of others:
- Preserving and protecting the objects of nature.

School duties:
- Regularity, punctuality, care of school property, courtesy towards teacher and pupils.

Civics.

Idea of Government:
- Its necessity (a) in the home, (b) in the school, (c) in the community, (d) in the nation.

Boards of Trustees:
- Relations to teachers and pupils; school regulations.
Civic Officials:
Mayor, aldermen, etc.

Public buildings:
Their function and importance. Talks with pupils on how we are governed; responsibilities of voting, etc.

Physical Culture and Hygiene:
In teaching this subject the teacher should bear in mind that its main purpose is to train the child to live in conformity to the laws of health and to apply such knowledge of the facts of elementary physiology as will lead to this being done intelligently.

Practical effect should be given to the instruction by attention to the state of health and habits of the children, and to the general condition of the schoolroom, offices and grounds.

As a corrective for defects of posture in sitting, standing or walking calisthenic exercises should be taken at suitable periods each day. The children should also be encouraged to take part in healthful sports and games, and the teacher should see that these are played under proper conditions.

Physical Culture.
At least one short period each day should be devoted to calisthenic exercises tending (1) to correct general defects, (2) to secure symmetrical development, (3) to give freshness of mind, and (4) to train the children to strict attention, prompt obedience and concerted action. These exercises should be taken either after a period of exacting seatwork, or at recess whenever the weather is unfavourable for outdoor recreation. They should include the following: rising from seats, standing at attention and at ease, dressing by the front and side, turning, half-turning and about-turning, marking time and marching, and movements involving the bending, stretching and twisting of the trunk, neck, arms, legs, knees, ankles, wrists and fingers.

An entirely pleasant spirit should pervade the lesson. After having been learned many of the exercises may be performed to music or singing. Before commencing any motions the pupils should be so placed as to have ample room in which to make them. There should be an abundant supply of fresh air and the pupils should be encouraged to breathe deeply. Care must be taken that the pupils are not overtaxed either by unwise selection of exercises or by too long continuance of any exercise. After motions have been clearly explained and illustrated by the teacher, the orders should be given so that the whole class will act as a unit.
Hygiene.

The teacher should endeavor to impart a general knowledge of the laws of health and the facts of elementary physiology bearing upon the same by lessons on suitable topics. These should be treated according to the age and understanding of the pupils. Practical effect should be given to the instruction by attention to the physical condition of the schoolroom, offices and grounds. In treating the various topics reference should be made whenever possible to actual conditions. The following are not to be taken in order but are intended as a suggestive outline of the nature of the work to be covered.

Personal Hygiene:

Cleanliness of person and clothing; care of the eye, ear, hair, teeth and throat; proper clothing; wholesome food; exercise for growth and health by work, play and calisthenics; fatigue; rest by sleep and recreation; the circulation of the blood; breathing and the work of the lungs; eating and the work of the mouth, stomach and intestines; the work of the skin; the work of the nerves and the muscles; the framework of the body; effect of stimulants and narcotics, with special reference to alcohol and tobacco; common accidents and simple treatments; common poisons and antidotes.

Household Hygiene:

Cleanliness of rooms and furniture; ventilation; heating; lighting; decoration; special applications to living room, bedroom and sick room; disinfectants.

Municipal Hygiene:
Conditions of gardens, outhouses and drains; scavenging; water supply; building regulations; contagious and infectious diseases; health officers.

National Hygiene:

Quarantine; vaccination; inspection of food; drink regulations; factory regulations.

SUBJECTS OF INSTRUCTION

General

In rural schools open throughout the year and in graded schools all the subjects included and outlined in the work of the several grades are compulsory except when otherwise specified. No departure therefrom is permissible without the written consent of the inspector of schools for the district. In regard to such subjects as are optional board of trustees may with the concurrence of the inspector make such arrangements as they deem proper.

In schools open only during a portion of the year and in schools where the majority are foreigners the subjects which
shall receive special emphasis are: reading, writing, arithmetic, spelling, language and composition. In such schools music and drawing are to be regarded as optional subjects.

Reading and Literature

Reading in elementary schools has certain well defined phases such as the mastery of symbols, the getting the thought, the oral expression of the thought, and the power to enter into and appreciate the same. The stress upon these will naturally vary in the different grades but the thoughtful teacher will ever bear in mind that the prime objects of his teaching should be to enable the pupil to read intelligently, to foster in him a love for the best in literature, and to place him in such a position that he will be able to select from the field of literature such books as are of acknowledged merit.

In every grade stress should be laid upon oral reading, for, as Professor Corson says: "A poem is not truly a poem until it is voiced by an accomplished reader who has adequately assimilated it."

Silent reading should also be encouraged and the pupils should frequently be required to give oral and written reproduction of the substance of what they have read.

Committing to memory of choice passages both in prose and poetry should be constantly required.

The successful teaching of the literature lesson demands reflective preparation on the part of the teacher, for apart from knowing the selection in its literary aspect he should know how to adapt it to the child mind.

Writing.

Writing is an instrument for the conveyance of thought and as such should be clear and uniform. There should be no omission of the distinctive features of the letters and no addition of meaningless ones. Eccentricity, carelessness and undue haste in writing should be discouraged.

The posture assumed is, with children, equally as important as the product. The teacher must carefully guard against the tendency to compress the chest, distort the spine, strain the eyes, cramp the hand and otherwise injure the body.

The teaching of a free movement should precede the teaching of form. Practice in suitable movement exercises should, as a rule, be taken at each writing lesson. Definite instruction in writing must be given in all grades but the attention given to it by the teacher should not be limited to the regular lesson. A watchful eye should be kept on the exercise books, and the pupil should feel that he is never at liberty to scribble.
Composition.

Language and composition are necessarily associated with every branch of study from the time the child enters the school until he has finished his course.

The main objects to be kept in view are: (a) to train the pupils in accurate observation and in correct oral and written expression; (b) to acquaint them with examples of good English; and (c) to increase their ability to read intelligently. Observation lessons should increase their power of attention, lead to a new knowledge and to easy and correct expression of thought and feeling.

In the lower forms the composition must of necessity be largely oral. Even the first stages of written work must be closely allied to the oral. Corrections should be made in such a way as not to interfere with the child's spontaneity of expression. At the same time correct and connected forms should be constantly in view. Guidance is necessary in the arrangement and expression of ideas.

In written work the teacher should exercise constant care that a habit of writing loosely and disconnectedly is not formed. The choice and arrangement of words should also receive attention and in all written exercises the spelling should be correct and the writing neatly and carefully done.

Nature Study.

The aim in nature study should be to develop in the child a sustained interest in, and sympathetic acquaintance with, the things of nature in his environment, to train his observing and reasoning powers, and to help him realise the meaning of life and increase his capacity to enjoy it and live it usefully.

The spirit in which the work is approached and the method of treatment are of more importance than the subject matter. This is especially true in the lower grades. The spirit depends principally upon the attitude of the teacher, which should show sympathy with both the child and nature. The method employed should be to place the child in contact with the observable things of nature and lead him to seek his information from them by the use of his senses. The teacher's work therefore will consist in giving direction and assistance rather than instruction. He will find out what is known and direct to the unnoticed and unknown. He will gather from the pupil the "what"? and the "how"? of phenomena and lead him to seek the "why"?

The expression of what has been observed and thought out may take the form of oral or written composition, drawing, modelling or any other form appropriate to the matter, but it must be judged on its observation and thought value rather than on its technique.
History.

The teacher should bear in mind that while the "memory" factor in history should not be absent yet the proper study of the subject demands of the pupil much more than a mere exercise of the memory. He should carefully guard against the child's knowledge of history becoming a jumbled mass of useless and unrelated facts.

Cause and effect are inseparable in history and there should be a constant appeal to the pupil to exercise his judgment in connection with the study of characters and events.

Training the moral judgment and preparation for intelligent citizenship are important aims in teaching the subject. History should be constantly associated with literature and geography. Maps, map-drawing and pictures may also be profitably employed in the course of instruction.

Mathematics.

Apart from its practical value arithmetic has a greater value in the mental training it gives when it is properly taught. As far as possible the subject should be related to ordinary business transactions and to other subjects on the course of study. Stress should be laid on mental arithmetic in all standards. In this as in all mathematical branches the teacher should insist on accuracy and rapidity in calculation, exact statement, clearness of reasoning, and systematic arrangement of work. In the elementary stages of mathematics the work should be largely objective. Principles and rules should be developed inductively.

In geometry the geometrical drawing as required in the various grades should be continued and a beginning made in the study of Euclid. The drawing instruments (rule, set square, compasses and protractor) must be used with precision in the construction of all figures. The pupil should be led to investigate problems for himself and to write out in order the successive steps taken to arrive at a solution. These constructive exercises serve as agents of apperception and the writing down of the various steps serves as an introduction to consecutive reasoning. The pupil will thus acquire correct habits of investigation before beginning the definite demonstration and logical deduction required by Euclid. Many of Euclid's definitions and axioms may be developed by the class while doing this introductory work. The subject matter of many of the propositions may also be taken in the preliminary work and treated accordingly.

In algebra the chief aim should be the development of the equation and its use as a factor in the solution of mathematical problems. Special attention should be given to this in the solution of many problems. The fundamentals, factoring, and all operations with fractions are necessary aids for solving the equation. As in arithmetic and geometry the subject should be treated inductively.
Geography.

Geography is largely a knowledge-subject. Its subject matter is concerned with those features of the earth's surface that are essential to a knowledge of man and his mode of living.

In its early stages geography is almost identical with nature study. The fundamental concepts necessary to a grasp of physical geography are largely obtained by observation of surrounding physical features. In the study of the structures of continents, and of countries no better way than that of modelling has been devised. Cross sections, with diagrams of the slopes, are used to reinforce the facts of drainage. Drawing of maps and the locating thereon of the chief physical features, the countries and the main commercial centres should also be emphasized. Pictures should be largely used in the course of instruction and the library to supplement the information given by the teacher.

Drawing.

Art work is for culture, for training and for use. It is useful as a means of putting impressions and designs into visual form; it affords special training to the observational and imaginative faculties; it has cultural value in directing feeling, thought and work to the beautiful in nature and life.

For school purposes art may be conveniently presented under the following four heads:

Pictorial drawing:

The representation of the appearance of objects by free-hand drawing with pencil, ink or colour.

Geometrical drawing:

The application of practical geometry to the delineation of form by means of mechanical instruments.

Design:

The arrangement of lines, forms, colour and material for beauty of effect.

Construction:

The making of objects involving the use of materials employed in the manual arts.

The method of teaching should be to obtain spontaneous expression on the part of the pupil and then to supply the technique as the demand arises. In the lowest grades the teacher should work specially for better observation and hand control; in the intermediate grades for more perfect expression; and in the upper grades for more beauty.
Music.

The aim of music in the public school is to teach the pupil to gather, interpret and express musical thought. Throughout the course there should be a proper balance between technique and feeling, between the emotional and intellectual elements; and the ultimate object of music should not be forgotten in the midst of technical drill. Music thus taught should have a strong disciplinary, moral and cultural value.

Our school music should be beautiful. The pupils should sing with sweet unstrained voices, free from harsh or nasal sounds, yet not too loud. The movement should be free and light with marked but not excessive accents. The position of the body should be erect yet natural and easy. The singing exercises should be spirited.

The method of procedure in teaching music is the same as that in teaching reading. In learning to read the child begins with a spoken language, which he learns to express by the use of symbols. Later he gathers the thought of others through a study of such symbols. So in music the first step is to develop the musical sense through the spontaneous singing of songs as a means of expression and enjoyment. The second step is to teach the representation of musical thought by the use of technical forms. Lastly we see the representation and call up the musical idea -- thus leading the pupil to a mastery of technique so that he may understand and sing musical thought.

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COURSE OF STUDY

All the subjects prescribed for Grades One to Eight are obligatory except where otherwise specified. There shall be no deviation therefrom without the written concurrence of the inspector of schools for the district.

Lists of books for supplementary reading for the various grades will be provided by the Department of Education.

Music and drawing are obligatory in graded schools and in all schools open throughout the year; in other schools, optional. In schools in which the majority is foreigners the study of these branches is to be regarded as optional.

Algebra and geometry are optional subjects in Grade Eight.

The examination subjects for a Grade Eight diploma are as follows: oral reading, writing, spelling, composition, literature, arithmetic and mensuration, geography, history, grammar, agriculture and drawing.

GRADE ONE.

Reading.

Text . . . . . . . . . . . . . First Reader, Part 1.
Association of words and ideas. Exercises in ear and voice training.

Analysis of words into sound elements and synthesis of sounds to form new words.

Reading from blackboard of easy sentences based upon the nature study or conversation exercises of the day.

Reading from the text and from supplementary books prescribed.

Learning and reciting simple memory gems.

Language.

Careful attention to correct forms of speech.

Oral lessons based upon the pupil's experience, on pictures observed, on talks in nature study.

Reproduction of stories told or read by the teacher.

Copying on slates or exercise books of short sentences placed on board, with due regard to capitals, spelling and punctuation marks.

Committing to memory of simple gems of poetry.

Arithmetic.

Numbers 1 to 10:

Counting to 50. Grouping objects in twos, threes, fours, fives, etc.

Making, use, and name of arithmetical signs.

Oral solution of easy mental problems based on knowledge of the numbers 1 to 10.

Spelling.

Much attention should be given to correct pronunciation. Correct pronunciation is as important as correct spelling.

Phonic analysis and synthesis.

Copying words and easy sentences from blackboard or from reader.

Oral spelling from words taken from reader and other sources.

Simple dictation exercises.

Text: ... Rice's Spelling Book, Part One, Grade One.
Writing.

Writing with chalk on the blackboard and with pencil on paper.

Much of the early work should be of the nature of free-arm drawing. Freedom of movement and hand control should be cultivated by practising simple forms containing the movement and lines of which the letters are composed.

The small letters, figures and capital letters should be taught in a systematically arranged order and practised singly and in combinations. The writing should be large and effort should be directed chiefly to obtaining the movement and general shape, unhampered by restricting lines.

Special pains should be taken to see that the pupils take from the commencement a proper position at the desk and employ a good method of holding the pencil. Drill on these points is advisable.

The writing periods should be frequent but short.

Seat work may be done from copies placed on the blackboard and should be closely supervised.

Drawing.

Pictorial:

Draw from observation and from memory rather large and very simple views of interesting common objects of nature and of art. These are best drawn in "mass" and with colored crayons.

To some extent in this grade, and to an increasing extent in the following grades, the teacher will use the objects and drawings of them to lead the pupils to see the proportions and relations of the parts more correctly.

Free spontaneous illustrations of parts of stories by imaginative drawings.

Reading from pictures.

Geometrical:

Large, free-arm drawing of the straight line, circle, ellipse, etc., for knowledge of geometrical terms and for hand control.

Design:

Arrange objects of different form, size, and colour as border patterns so as to get idea of orderly change and repeat.

Make drawings of these arrangements by drawing around them or by copying them -- coloring if desired.

Recognise primary and secondary colours in natural objects and in materials and place the colours on paper in crayon or water colour.

Construction.
Music.

Rote Songs.

(Including action songs and games.) Suitable songs sung with good tone, intelligence and expression.

Preparatory Technical Work:

Singing scale with syllables, names and pitches.

Intervals -- Exercises 1, 2, for interval study.

Vocalization of these.

Individual singing of scale and intervals.

Time:

Distinguishing simple rhythms. Teaching whole, half and quarter notes and corresponding rests. Two and three-part time studied. Use of swinging metronome and time names.

Nature Study.

Observation of animals and plants known to the pupils. Looking for additional ones and reporting on the same to the teacher. Teacher assigns observations on domestic animals and garden plants, and pupils report results.

Observation of immediate geographical phenomena: Particular land and water forms, as hill, valley, stream, pond, etc.; observations on the weather; variations in the seasons; preliminary notions of direction; forms of water, as rain, snow, dew, etc., with obvious qualities of each.

Special lessons on domestic animals and plants.

Simple experiments to show the leading characteristics of common things.

Caring for plants at home and at school. Teacher should arrange for individual plots. Pupil performs simple operations in connection with the growing of one or two early plants or vegetables.

Collecting things of natural beauty. Wanton destruction should be avoided.

Short field excursions for purposes of observation.

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GRADE TWO.

Reading.

Text . . . . . . . . . . . . . . . . First Reader, Part II.

Continuation of phonic analysis and synthesis. Drills for clear articulation and for expression.

Reading from text. Attention to proper oral expression.

Supplementary reading from books prescribed for this grade.

Sight reading.

Learning and reciting simple memory gems.

Language.

Common errors in speech noted and corrected; every lesson a language lesson.

Reproduction exercises based upon:

(a) Reading lessons.

(b) Nature study lessons.

(c) Stories read or told by teacher.

(d) Pictures observed.

Transcription from Readers of short paragraphs and stanzas paying special attention to spelling, capitals and punctuation marks.

Composing and writing simple sentences and short connected passages.

Committing to memory of short literary gems.

Polite forms of address.

Arithmetic.

Numbers 1 to 20. Grouping and separating objects and quantities.

Counting to 100.

Making, use and name of arithmetical signs.

Common units of measurement within the child's experience.

Time -- hour, day, week.
Distance -- inch, foot, yard.
Quantity -- dozen.
Volume -- pint, quart.
Currency -- coins in common use.

Easy questions in addition and subtraction.
Oral and written solution of simple problems based on a knowledge of the numbers 1 to 20. Aim at neatness and accuracy in solution.

Short mental drills at convenient periods.

Spelling.

Oral and written spelling of words selected from Reader and of easy words in common use.

Easy dictation exercises from sentences and paragraphs selected from Readers.

Careful attention to spelling in all written exercises.

Transcription of passages from Readers, paying special attention to capitals and punctuation marks.

Text: Rice's Spelling Book, Part One, Grade Two.

Writing.

Pencil and chalk as for Grade One.

Free-arm drill exercise of separate forms and continuous line forms on paper and blackboard.

The size of the writing should be somewhat reduced and lines should be introduced in order to make the letters more exact and uniform in size and shape. A simple analysis of the letters and practice in making the various parts will assist in this.

Attention to position of book, head, arms, etc.

Copy words, sentences and other matter from blackboard, Reader, etc. The teacher should supervise this work and examine carefully the writing.

Drawing.

Continue and extend the object drawing of Grade One. Draw in line as well as in mass. Guided illustration of stories, reading, or nature (action drawings, color drawings, etc.) Continue reading of pictures.

Draw plane rectilinear figures with the ruler to judged proportions.

Arrange simple combinations of spots and lines for borders (use brush forms, geometrical forms, nature forms, etc.)

Make secondary colors from the primaries and use on colouring designs, etc. Match colors in various materials and objects.

Music.

Rote Songs Continued.
Analysis of simple rote songs to distinguish the simpler intervals in rhythm.

Techni cal work:

Intervals:

Exercises 3 and 4 -- more difficult intervals and vocalization of these.

Singing in different keys.

Time:

Eighth note and rest.

Four and six time. Time names.

Time exercises and swinging metronome.

Dictation exercises on duration of notes and on intervals.

Preparation for staff by singing songs from figured notation. Exercises combining time and the interval exercises previously studied.

Individual singing and testing.

Nature Study.

Continue and extend work of Grade One, and deal particularly with undomesticated animals and wild flowers.

Study of main features of the country surrounding the school; land and water forms continued. Closer observation of the weather. Observation of the forms of water connected with the weather and a consideration of the effect of each. Winds -- effect on land and sea; on animals and plants.


Continue making collections of things of natural beauty. Make a school museum of things obtained and supplied.

Excursions for purposes of observation.

GRADE THREE.

Reading.

Text . . . . . . . . . . . . Second Reader.

Reading from the text. Attention to the thought of the selection and to proper oral expression.
Reading by teacher from good authors to create a desire for reading.

Supplementary reading from books prescribed for the grade.

Learning and reciting choice selections in prose and poetry.

Training in the use of the dictionary.

Language.

Oral work continued. Strict attention to correctness of English in all oral and written exercises.

Short written exercises upon topics with which the pupil is familiar. These may be selected from reading lessons, nature study, or from stories of historical characters.

Reproduction of stories told or read. Committing to memory of literary gems.

Simple letter writing.

Transcription from Readers of selected paragraphs and stanzas with special attention to common punctuation marks.

The mechanics of a composition -- heading, margin, paragraphing.

Arithmetic.

Numbers 1 to 100. Systematic numbering to 1,000.

Grouping and separating of numbers continued.

Addition, subtraction, multiplication and division.

Measurements -- Continuation of measurements of the previous standard.

Roman notation to 100.

Making and solving of simple practical problems.

Aim at accuracy, rapidity and neatness of solution.

Mental arithmetic.

Spelling.

Oral and written spelling of words selected from Reader and of words in common usage.

Grouping of words according to similarity of form.

Dictation from assigned passages from Readers.

Transcription of stanzas and paragraphs from Readers.
Careful attention to spelling in all exercises.
Training in use of the dictionary.

Text: *Rice's Spelling Book, Part One, Grade Three.*

Writing.
Teach the use of pen and ink, and blotting paper.

Short movement drill should precede the writing. The exercises done with the pencil should be done again with the pen and others added.

The writing should now be reduced to an ordinary large hand and more particular attention paid to the length and shape of the loops, the slope of the writing, the junctions, and the spacing of the letters and of words. Attention should also be paid to margins.

The teacher should see that the pupils naturally assume a correct position for all their writing, and he should also examine the writing in their work in composition, arithmetic, etc., in order to correct common errors.

Drawing.

(a) Draw the ellipse from a large tilted circular card. Draw objects having circular ends so as to show the ellipse.

In the drawings of natural and other objects endeavor to get a better outline as well as better proportions.

Memory drawing to include less familiar objects shown for quick observation.

Continue guided and free illustration of literature and nature in action or color drawings. Study illustrative pictures.

(b) Draw simple plane figures to sizes with ruler and compasses. Divide some of these figures into others to form patterns.

Draw a few simple plans showing relative position of things.

(c) Make simple surface designs as well as borders from simple units in ink or pencil colour.

Use the spectrum colours in surface patterns such as are made in (b).

Learn to make correctly the capital letters of the Roman alphabet (skeleton), and use them when lettering is required.

Music.

Rote songs continued:

(More difficulties in time and intervals.)
Technical training:

Introduction to staff notation.

Singing from Chart 1. (B. B. or Sup. Music.)

Singing from Text Book 1, Part 1.

Teaching key denoted by different signatures of the nine different keys.

Special drill on time.

Vocalization of all exercises.

The introduction of numerous songs for sight reading.

Dictation exercises for ear training.

Individual singing.

Text: King Edward Music Reader.

Nature Study and Geography.

Continue work with animals and plants. Particular attention to insects, trees and bushes.

Lessons on plants and garden trees. Vary the light, water and heat to plants at different stages. Planting of different kinds of seed at home and at school. Class and individual plots. Preparation of ground. Growing of vegetables, garden flowers and wild flowers. Keeping simple garden records.

Collecting leaves, specimens of wood, rocks, etc.

Field excursions for purposes of observation.

Continued study of such land and water forms as are found in the neighborhood; relation of these to one another; their uses.

Construction of maps of school room, grounds, district, etc.

The globe representing the earth; form; rotation; hot, temperate and cold parts; hemispheres.

Main land and water divisions on the surface of the earth: land -- continent, island, peninsula, isthmus, etc.; water -- ocean, sea, gulf, strait, lake, etc.
GRADE FOUR.

Reading.

Text ................. Third Reader.

Reading from the text.

Frequent readings by teacher from selections of approved literary merit.

Supplementary reading by pupils from books in the library.

Learning and reciting choice selections in prose and poetry.

Training in the use of the dictionary.

Practice in oral reading. Attention to clear articulation, correct pronunciation and natural expression.

Composition.

Oral work continued and emphasized. Strict attention to correctness of English in all oral and written exercises.

Short written exercises on topics with which the pupil is familiar. These may be selected from reading lessons, nature study or from stories of historical characters.

Simple letter writing. Easy business forms.

Attention to the proper use of words and to correct forms in all written exercises.

Arithmetic.

Notation and numeration continued.

Elementary knowledge of factors, measures and multiples.

Addition and subtraction of simple fractions.

Written solution of easy practical problems. Aim at accuracy, rapidity and neatness of solution.

Square measure -- yard, rod, acre. Easy problems in measurements.

Mental arithmetic.

Spelling.


Text: Rice's Spelling Book, Part Two, Grade Four.
Geography.

Continued study of such local land and water forms as will serve as an introduction to subsequent world study.

Earth as a whole:

Talks on its form, rotation, axis, poles, equator and hemispheres; hot, temperate and cold parts.

Continents:

Relative position and sizes, characteristic animals and plants in each; leading peoples in earth with characteristics of each.

Oceans:

Relative positions and sizes; some characteristics of each.

Continent Structure:

Special reference to North America.

Position:

Structure: General description of primary and secondary highlands; river basins.

Drainage: Great water partings, great river systems, great lakes.

Outline: Shape, leading projections of land and water.

Climate: Temperature and moisture -- causes and influences generally.

Natural productions and productive regions: Chief agricultural, grazing, lumbering and mining regions; surplus productions and exports; imports.

Waterways and railways: Main trade routes.

Cities: Prominent commercial centres of the continent; their relation to belts of products.

Political divisions: Their relation to the physical structure of the continent; main industries; commercial centres; chief trade routes; forms of government.

Study of the Western Provinces:

Position; boundaries; surface and drainage; agricultural, grazing, mining and lumbering regions; chief trade routes; principal cities and towns; people; survey and settlement.

Map Drawing.
History.

(Note:-- Work in this grade is to be oral. No text is to be placed in the hands of the pupils.)

Stories by the teacher connected with:

(a) Pioneer life in the New World.

(b) Early history of Canada and of the North-West Territories.

(c) Life in early England.

Writing.

Exercises in movement specially to improve particular features such as slope, continuity, looping, etc.

Improvement of the writing in ordinary school work with regard to uniformity in size, the leaving of suitable spaces between work, and general neatness.

Doing correctly and neatly special exercises, such as writing letters, addressing envelopes, etc.

Continue attention to position.

Drawing.

(a) Draw from natural and other objects so as to show their characteristic features.

Memory drawing to consist principally of objects previously drawn so as to fix in the mind their general shape and proportion.

Continue illustrative drawing as in Grade Three.

Teach foreshortening by drawing from a large rectangular card. Draw objects having rectangular faces so as to show foreshortening.

(b) Draw plane figures with the aid of the set squares (triangles). Continue making simple geometrical patterns.

Draw a few simple developments and simple plans to measurements.

(c) Simple borders and surface patterns, including corners and stripes.

Make the tertiary colours from the secondary.

Make a colour chart (nine colours). Use complementary colours in designs. Make the small letters of the Roman alphabet and use when required.

Suitable mounting of pictures, drawings, etc.
Rote Songs:
Note songs memorized as rote songs.
Rote songs, rounds studied, patriotic songs.

Technical songs:
Review Part 1 of Book 1.
Book 1, Part 2, pages 67 to 100. (One and two-part music).

Order:
1. Supplementary songs chosen for sight reading.
2. Dictation exercises.
3. Composing simple exercises and copying music.
4. Study of terms occurring in text music.

Text: King Edward Music Reader.

Nature Study.
Deal particularly with birds and grasses.
Note the varying position of the sun, moon, and one or more constellations; weather record, including temperature.

Lessons on soil and seed. Study germination of seed under varying conditions. Experiments with water. Have individual and class plots. Keep records. Grow from cuttings, etc.
Start an aquarium and keep some plants and animal life in it.
Collections of minerals, seeds, etc.
Field trips in search of material, etc.

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GRADE FIVE.

Reading.

Text . . . . . . . . . . . . . . Fourth Reader (First half).
Reading from the text.

Frequent readings by teacher from selections of literary merit.

Supplementary readings by pupils from books in the library.
Learning and reciting choice selections in prose and poetry.
Training in the use of the dictionary.

Practice in oral reading. Attention to clear articulation, correct pronunciation and to natural expression.

Composition.

(a) Oral and written exercises based upon topics connected with the child's life, experience and reading. Special attention to clearness, conciseness and unity in all written exercises.

Letter writing -- simple business and social correspondence.

Study of short poems and prose selections marked by formal excellence.

Preparation of outlines for oral and written composition.

The simple sentence -- division into subject and predicate.

Forms of simple sentences -- assertive, interrogative, imperative and exclamatory.

Value of words and groups of words in the expression of thought.

Direct and indirect narration.

Arithmetic.

Factors, measures and multiples.

Formal reduction processes and compound rules.

Multiplication and division of simple fractions. Decimal fractions to thousandths.

Easy business transactions in percentage, simple interest, profit and loss.

Written solution of problems. Aim always at accuracy, rapidity and neatness of solution.

Mental arithmetic.

Writing.

Teach pupil to criticise his own writing.

Movement exercise and correction of defects as required.

Copy Book No. . . .

Spelling.

Course in Grade Four continued.

Careful attention to spelling in all written work.

Common abbreviations and contractions.
Meaning of common prefixes and suffixes.

Text: *Rice's Spelling Book, Part Two, Grade Five.*

Geography.

World as a whole -- world ridge from Cape Horn to Cape of Good Hope, main water partings, basins, river systems.

Study of the continents using same topics as for North America in Grade Four.

General study of the Dominion of Canada as a whole. More particular study of the Province of Saskatchewan.

Winds and ocean currents -- elementary ideas of causes and influences.

Peoples -- different races, their distribution.

Map drawing.

History.

(Note: Work in this grade is to be oral. No text is to be used by pupils.)

Biographical sketches of the lives of persons connected with the early history of the New World -- Columbus, Cabots, Cartier, La Salle, Champlain, Frontenac, etc.

Stories connected with the history of Canada under French rule.

Talks with pupils on our form of government.

(Teacher's reference: "The Story of the Canadian People" -- Duncan.)

Drawing.

(a) Draw two objects together as a group in outline or in colour.

Teach foreshortening of triangle from a card.

Draw triangular prisms in several positions.

Represent the curvature of surfaces in various objects by shading.

Memory drawing of common things of nature and art for general shape and proportion.

Some illustrative work in connection with things mentioned in history, geography, literature, etc.
(b) Plane figures and patterns involving simple problems in the use of the compasses.

Simple plans and elevations of objects--full size and to scale of one-half.

Continue simple developments.

(c) Simplify the outline of some common leaves and flowers and use in designs.

Recognise, make and use shades and tints of colour.

Practice lettering with a brush and use on drawings.

Music.

Book 1 completed (100 to 121)
Book 2, Part 1 (pages 1 to 40).

Two-part music -- ability to sing either part.

Divided beats and time names -- metronome.

Chromatic scale.

Dictation exercises involving work studied.

Rendering of note songs.

Text: King Edward Music Reader.

Nature Study.

Study particularly the beneficial insects and animals and also the common cereals.

Find north by various stars. Observe varying phases of moon and relate them to movement. Keep weather record.

Lessons on plant food, and on air and water in soils. Note effect of varying light, air, heat and water to various parts of the plant. Experiments with heat. Grow biennials, etc.

Watch toad or frog develop from the egg.

Collection of plants commenced.

Field trips as required for collections, etc.
GRADE SIX.

Text . . . . . . . . . . . Fourth Reader (Second half).

Reading from the text.

Intelligent comprehension of suitable selections in prose and poetry from the best authors.

Supplementary reading from books in library.

Learning and reciting choice selections in prose and poetry.

Practice in oral reading. Attention to clear articulation, correct pronunciation and to natural expression.

Composition.

(a) Oral and written exercises based upon topics connected with the child's school life, experience and reading.

Increased stress upon the formal work of composition and upon the formal work of composition and upon orderly procedure in all written exercises.

Compositions based upon topical analysis of lessons in literature, history, etc.

Letter writing; simple social and business correspondence; advertisements and telegrams.

(b) The simple sentence continued:

General analysis as an aid in getting the ideas in a sentence.

Modifying words and phrases -- their function and place in the sentence.

Kinds of sentences -- simple, compound and complex; purpose of each.

Arithmetic.

Fractions, common and decimal.

Square and cubic measure.

Easy exercises in percentage, simple interest, profit and loss.

Written solution of problems. Aim always at accuracy, rapidity and neatness of solution.

Mental arithmetic.

Writing.

Movement exercises and correction of defects as required
Special practice for poor writers.
Continue self-criticism.
Teach allowable modifications of form and slope.

Spelling.
Course in previous grades continued.
Oral spelling.
Dictation and transcription.
Derivation and composition of words.
Dictation of passages from Reader and other sources.
Training in the use of the dictionary.
Text: Rice's Spelling Book, Part Two, Grade Six.

Geography.
Special study of the Provinces of the Dominion.
South America -- an outline study using same topics as used in study of North America. Compare with North America. Its political divisions with special reference to Brazil, Argentine, Republic, Chili.

Geography of the British Empire and the United States.
Map drawing.

History.

Canadian History: (Text may be used.)
Outline study of Canada under French rule.
Sketches of the lives of persons famous in early Canadian History.

Text: Story of Canadian People, Chaps. 1 to XI inclusive.

English History: Instruction to be oral.

Biographical study of persons honored as types of state or individual life, e.g. Caractacus, Julius Caesar, Arthur, Alfred, Canute, William I, Simon de Montfort, Edward I, Wolseley, Elizabeth, Charles I, John Hampden, Oliver Cromwell, Marlborough, Pitt, Nelson, Wellington, Lord John Russell, Victoria, etc.
Drawing.

(a) Draw groups of two objects in outline, shaded or in colour. Teach the foreshortening of natural objects such as leaves and flowers.

Draw a square pyramid and cone in simple positions.
Teach shading of receding plane surfaces.
Memory drawing showing more detail.
Illustrative drawing in connection with other lessons as desired.

(b) Drawings of simple plans or elevations of objects to scale of one-half and one-quarter.
Development of pyramids.
Draw plane figures and patterns involving problems in the use of the set squares.

(c) Continue making designs from simplified plant forms and modify some designs to suit special spaces.
Make and use colour scales.
Continue lettering with brush and pen.

Music.

Book 11, Part 1. (Review previous grade work in Book 11. Complete (40 to 82), complete Book 11, Part 1, or pages 40 to 82.
Knowledge of scale building.
Dictation exercises.
Study of terms and expressions used in music.
Individual singing.
Expressive rendering of all songs.
Text: King Edward Music Reader.

Nature Study.

Study specially the noxious insects and animals, and also the plant life of special areas.
Observe character of special areas.
Weather, including kinds of clouds.
Observe varying position of sun and relate to movement.
Lessons on plant structure, plant food and reproduction of
plants.

Experiment with food of plants.

Study tools and simple machines for their mechanical principles.

Experiments with air.

Study the development of the mosquito or locust.

Collect insects, etc.

Field trips as required.

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GRADE SEVEN.

Text . . . . . . . . . . . . . . Fifth Reader (First half).

Reading from the text.

Intelligent comprehension of suitable selections in prose and poetry from the best authors.

Supplementary reading.

Home reading from suitable books selected by the teacher.

Learning and reciting choice selections in prose and poetry.

Practice in oral reading. Attention to clear articulation, correct pronunciation and natural expression.

Composition.

Correct oral and written expression of thoughts evolved in the teaching of all subjects.

Making summary (abstract) of lessons chosen from Reader and other texts.

Social and business correspondence.

Paragraph structure in outline.

Arithmetic.

Easy commercial arithmetic -- interest, bank discount, commission, profit and loss.

Square root.

Easy problems in partnership.

Mensuration: rectangle, triangle.

Mental arithmetic.
Aim always at accuracy and neatness.

Writing.

Movement exercises to increase speed.
Eradicate poor forms and improve poor slope.
Continue special practice for poor writers.
Business and social forms.

Spelling.

Course in previous grades continued.

Oral spelling.

Dictation and transcription.

Text: Rice's Spelling Book, Part Two, Grade Seven.

Geography.
Study of America continued. Study of Eurasia.
Detailed study of principal countries in these continents.
Map drawing.

History.

Canada under British rule during the period from 1759 to 1841.

Text: Story of the Canadian People -- Duncan.

Outlines of English, History down to the accession of the Tudors. (Instruction to be oral.)

Federal and local government in Canada; relation of the provinces to the Dominion.

Grammar.

Parts of speech.

Words, phrases and clauses -- their function and relation in the sentence.

Easy analysis and parsing. Work should be based on sentences free from technical construction and suited to the reasoning powers of the pupil.

Drawing.

(a) Draw simple groups of two or three objects, indoor or out, in outline, or shaded and in colour.

Teach the simpler rules of perspective.
Simple pose drawing.
Pencil drawings of plant forms, showing structure.
Memory drawing occasionally.
Illustrative drawing as desired (landscape, etc.)
(b) Drawings to scale of one-third and one-eighth.
Development of cylinders.
Straight sections of solids.
Practical applications of geometry to the testing of common mechanical drawing instruments (e.g. rules, set-squares, protractor) and of simple plane figures (e.g. square, arc, ellipse).
(c) Application of elementary plane geometry in making units and in their arrangement.
Take parts of flowers, leaves, etc., and modify them for purposes of design.
Copy conventional ornament from casts, photographs or drawings.
Make colour scales from flowers and use in designs.

Music.
Book 11, Part 11, pages 83 to 116.
Knowledge of reading in various clefs.
Practice in writing songs from dictation using different clefs.

Minor scales.
Dictation exercises for ear training. Familiar songs.
Individual singing.
Text: **King Edward Music Reader**.

Nature Study.
(Pupils should become acquainted with the main points connected with the following phases, largely through observation. Experimentation should be freely resorted to where suitable. Drawing should be encouraged).

**Animals**: Note resemblances and differences between horse, cow, sheep and pig. Study food, and care of each.

**Plants**: Note resemblances and differences between plants and animals; also between wheat, oats, barley, rye, beet, turnip,
potato. Study the work of leaf, stem, root, seed and flower in connection with some of these.

**Soil:** Study the formation, composition and condition of soil, and the requirements for seed germination and plant growth.

**Observations:** Methods of, and reasons for, digging, hoeing, raking, watering, shading, planting, transplanting, etc., in connection with garden crops.

** Implements:** Simplest garden and farm tools -- their use, construction, and the mechanics of them.

**Weather:** Reading maps. Precipitation and its measurement.

**Elementary science:** Experiments with air, water and heat.

**Gardening:** Experimental work in connection with plant growth.

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**GRADE EIGHT.**

**Reading.**

Text . . . . . . . . . . . . . . Fifth Reader.

(Note: -- For the departmental examination for a Grade Eight Diploma selections in prose and poetry will be chosen to which special importance will be attached.)

Reading from the text.

Intelligent comprehension of suitable selections in prose and poetry from the best authors.

Home reading from suitable books selected by the teacher.

Learning and reciting choice selections in prose and poetry.

Practice in oral reading. Attention to clear articulation, correct pronunciation and to natural expression.

**Composition.**

Correct oral and written expression of thoughts evolved in the teaching of all subjects.

Making summary (abstract) of lessons chosen from Reader and other texts.

Social and business correspondence.

Paragraph structure in outline.

**Mathematics.**
Arithmetic and Mensuration:

Application of percentage to easy commercial transactions -- interest, discount, commission, duties, taxation.

Metric system of weights and measures.

Rectangle, triangle, circle.

Mental arithmetic.

Algebra (optional):

Elementary work, easy factoring, highest common factor, lowest common multiple, easy simple equations.

Geometry: (optional):

Study and use of instruments employed in drawing, measuring and constructing -- compasses, protractor, set-square, bevel.

Definitions.

Measurement of lines and angle; construction of angles and triangles.

Construction of figures in order to reach by induction certain propositions in plane geometry.

Study by deduction from principles established.

Note: -- In all work throughout the course accuracy of construction and of thought should be emphasized.

Spelling.

Course in previous grades continued.

Oral spelling.

Dictation and transcription.

Text: Rice's Spelling Book, Part Two, Grade Eight.

Writing.

Business and social forms.

Speed practice.

Geography.

Africa and Oceania -- a study of the chief physical and political divisions, trade routes, commercial centres.

Special attention to the British dependencies -- their resources, productions, chief centres, peoples.
Particular review study of the geography of the world and of the Dominion of Canada.

Latitude and longitude; earth's revolutions; the seasons; the zones; different races of mankind.

World's commercial highways; commercial relations of Canada and Great Britain; of Canada and the United States. Different forms of government in different countries.

Map drawing.

History.

The history of Canada from 1841 to present.

Outlines of English history from the accession of the Stuarts. Special reference to the Victorian era.


Grammar.

Logical structure of sentences.

Inflection and classification of words.

Analysis and parsing.

Word analysis -- most important prefixes and suffixes.

Latin and Greek root-words.

Drawing.

(a) Teach perspective, composition, and the representation of texture. Draw groups in which these points are attended to (in pencil and colour).

Pose drawing of action in pencil or ink.

Pen drawing of details of plant and animal forms and of apparatus.

Memory drawing as a test of observation and of knowledge.

(b) Drawing plans, elevations, developments and simple sections of geometrical solids and common objects.

Construction and use of simple plain scales, such as one foot, one yard, or one mile to the inch.

Drawings in solution of practical problems such as finding lengths, and angles that are inaccessible.

(c) Continue conventionalization of natural forms.
Draw from copies of historic ornament.

Utilize some of these historic units in new designs (e.g. scroll, anthemion, etc.)

Music.

Course in Grade Seven continued.

Agriculture.

As in prescribed text.

Text: Agriculture, by James and McIntyre.
APPENDIX G

COURSE OF STUDIES FOR STANDARDS VI, VII, VIII, 1902

Standard VI

1. Reading.--A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than study. Practice in oral reading.

Prescribed books 1903; 1904; Longfellow's Evangeline (Riverside Literature Series, No. 1); Scott's The Lady of the Lake (R. L. S. No. 53); Dickens' Christmas Carol (R. L. S. No. 57); Goldsmith's Vicar of Wakefield (R. L. S. No. 78); Lamb's Tales from Shakespeare (R. L. S. No. 64-66 in one volume).

2. English Composition.--Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notable defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.

3. English Literature--A thorough study of the subject matter, structure and language of each prescribed selection. Memorisation of fine passages.

Prescribed Poetical Literature, 1903, 1904: Selections edited by Saul and McIntyre, pp. 1-108 (The Copp, Clark Co.)

Prescribed Prose Literature, 1903, 1904: Scott's Ivanhoe (recommended for teacher's reference, the edition by Bliss Perry in Longman's English Classics).


Text Book: Syke's Elementary English Composition (The Copp, Clark Co.)

5. History--The leading events of Canadian and British History. Examinations in history will be so framed as to require comparison and the use of judgment on the student's part rather than the mere use of memory.

Text Books: Clement's History of Canada; Buckley and Robertson's High School History.

6. Geography--The general geography of the world; geography of Canada and the British Empire more particularly.

Text Books: The New Canadian Geography--North-West edition (W. J. Gage & Co); Geography of the British Colonies, Dawson and
7. Arithmetic and Mensuration--Pure arithmetic, commercial arithmetic (omitting annuities)

8. Algebra.--Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, highest common factor, least common multiple, fractions easy quadratics.
   Text Book: C. Smith's Elementary Algebra, chapters I to XIV inclusive.

   Text Book: Todhunter and Loney (The MacMillan Co)

   Text Book: Black's Public School Book-keeping (The Copp, Clark Co)

11. Botany and Agriculture--Botany: (a) As in Bergen's Foundations of Botany without Key and Flora (omitting chapters VI, XII, XIV, XIX, XX, XXI, XXII, XXIII), (Ginn & Co); (b) A knowledge of the structure, function and relation of the root, stem, leaf and flower of typical plants belonging to the orders Ranunculaceae, Cruciferae, Leguminosae, and Liliaceae. Determination of plants belonging to these orders. Field work by each student is essential.
   References: Spotton's High School Botany--Manitoba edition; Coulter's Plant relations (D. Appleton & Co)

   Agriculture--As in C. C. James' Agriculture (George N. Morang & Co) Recommended for teachers' reference--Bailey's Principles of Agriculture (The MacMillan Co)

12. Physics--As in Merchant and Fessenden's High School Physical Science Part I (The Copp, Clark Co)


   Text Book: Fraser and Squair's French Grammar and Reader

The obligatory subjects are reading, English composition, English literature, English grammar and rhetoric, history, geography, arithmetic and mensuration, algebra, geometry, botany and drawing.

The optional subjects are book-keeping, agriculture, physics, Latin, French, and German.

For students intending to become teachers, or to enter a profession, an examination in the following subjects of Standard VII will be held annually: English composition, English literature, British and Canadian history, geography, arithmetic and mensuration, algebra, book-keeping, agriculture, botany, physics, and drawing.

Students intending to proceed to a University should take the languages prescribed for a matriculation therein.

The examination in pedagogy for persons who desire to have their Third Class Certificate renewed shall be based upon Lloyd Morgan's Psychology for Teachers (Scribner's) and Landon's Teaching and Class Management.

Standard VII

1. Reading--A general knowledge of the subject-matter of the books prescribed for reading. These books are for independent supplementary reading rather than study. Practice in oral reading.

Prescribed books for 1903, 1904: Tennyson's The Princess Enoch Arden, Ode on the Death of the Duke of Wellington (MacMillen's Sixpenny Series); Ruskin's Sesame and Lilies (The Copp, Clark Co., Silver Burdett & Co. or R. L. S. No. 142); Irving's Sketch Book (R. L. S. No. 7 or Ginn & Co. Selections in Classics for Children); Scott's The Talisman.

2. English Composition--Letter writing. Short compositions based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English. Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric should be given in connection with this study.


Prescribed Poetical Literature 1903: Alexander's School Anthology of English Poetry (The Copp, Clark Co) Books I and II; 1904: Books II and III; Shakespeare's The Merchant of Venice, 1903
Julius Caesar, 1904. Prescribed Prose Literature, 1903:
George Eliott's Silas Marner, (R. L. S. No 83); 1904, The
Mill on the Floss.

4. English Grammar and Rhetoric--As in the High School
Grammar, revised edition. Definite instruction in the choice
of words, in the structure of sentences and of paragraphs,
and in the forms of narration, description, exposition and argu-
ment.
Text Books: Sykes' Elementary English Composition (The
Copp, Clark Co) Recommended for Teachers' reference:
Genung's Practical Rhetoric (Ginn & Co).

5. History--Outline of the World's History.
Text Book: Swinton's Outlines of the World's History
(American Book Company).

Text Book: Elementary Physical Geography by R. S. Tarr
(The MacMillan Co.)

7. Algebra--Definitions, elementary rules, simple equa-
tions of one, two and three unknown quantities, problems,
fractions, factoring, highest common factor, least common
multiples, equations with fractions, quadratic equations,
simultaneous equations of the second degree, powers and roots,
indices, surds.
Text Book: C. Smith's Elementary Algebra, chapters I to
XX inclusive.

Text Book: Todhunter and Loney's Euclid.

9. Animal Life--As in Jordan and Kellogg's Animal Life
(D. Appleton & Co), especially chapters I, II, VI, VII, VIII,
IX, XII, XIV, XV, XVI.

10. Chemistry--As in Waddell's School Chemistry (The
MacMillan Co.).

11. Drawing--Representation, construction, decoration as
in Prang's New Graded Course in Drawing for Canadian Schools;
Books IV and V (W. J. Gage & Co.) Teachers' reference: The
Manual.

12. Latin--Translation into English of passages from
prescribed texts.
Translations at sight (with the aid of vocabularies) of
passages from some easy prose author, to which special importance
will be attached. Candidates will be expected to have sup-
plemented the reading of the prescribed texts by additional
practice in the translation of Latin.
Grammatical questions on the passages from prescribed
texts shall be set, and such other questions as arise naturally
from the context.
Translation into Latin of sentences and of easy narrative
passages based upon the prescribed prose texts.
The following are the prescribed texts.

1903. Virgil. Aeneid, Book II. (1-505.)
Caesar, Bellum Gallicum, Books II and III.

1904. Virgil, Aeneid, Book II (1-505)
Caesar, Bellum Gallicum, Book IV (omitting chapter
17) and Book V, chapters 1-23.

Two papers as follows:
(a) Virgil and Caesar.
(b) Latin grammar, prose composition and sight work.
   Henderson and Fletcher's First Latin Book.

13. French--
   (a) Grammar.
   (b) Composition. (1) Translate on into French of short
   sentences as a test of the candidate's knowledge of grammatical
   forms and structure, and the formation in French of sentences
   of similar character; and (2) Translation of easy passages from
   English into French.
   (c) Authors: Translation of unspecified passages from
   easy French authors. An examination on the following texts:
   1903: Lamennais, Paroles d'un Croyant, Chapters VII and
   XVII; Perrault, Le Maitre Chat ou Le Chat Botté; Dumas, Un
   Nez Gelé, and Le Pipe de Jean Bart; Alphonse Daudet, La Dernière
   Classe, and La Chevre de M. Seguin; Legouve, La Patte
   de Dindon; Pouvillon, Hortibus; Loti, Chagrin d'un Vieux Forcat;
   Molière, L'Avare, Acte III, Sc. 5 (Est-ce a votre Cocher....
   sous la mienne); Victor Hugo, Waterloo, Chapter IX; Rouget De
   L'Isle, La Marseillaise; Arnauld, La Feuille; Chateaubriand, L'Exile;
   Theophile Gautier, La Chimère; Victor Hugo, Extase; Lamartine,
   L'Automme; De Musset, Tristesse; Sully Prudhomme, Le Vase
   Brise; La Fontaine, Le Chêne et le Roseau.
   Feuillet, Le Village.
   1904: Lamennais, Paroles d'un Croyant, Chapters VII
   and XVII; Perrault, Le Maitre Chat ou Le Chat Botté; Dumas,
   Un Nez Gelé, and Le Pipe de Jean Bart; Alphonse Daudet, La Dernière
   Classe, and La Chevre de M. Seguin; Legouve, La Patte
   de Dindon; Pouvillon, Hortibus; Loti, Chagrin d'un Vieux
   Forcat; Molière, L'Avare, Acte III, Sc. 5 (Est-ce a votre Cocher...
   sous la mienne); Victor Hugo, Waterloo, Chapter IX; Rouget De
   L'Isle, La Marseillaise; Arnauld, La Feuille; Chateaubriand,
   L'Exile; Theophile Gautier, La Chimère; Victor Hugo, Extase;
   Lamartine, L'Automme; De Musset, Tristesse; Sully Prudhomme,
   Le Vase Brise; La Fontaine, Le Chêne et le Roseau.
   Daudet, La Belle Niverneise.

14. German--
   (a) Grammar.
   (b) Composition. (1) Translation into German of short
   English sentences as a test of the candidate's knowledge of grammati-
   cal forms and structure, and the formation in German of sentences
   of similar character; and (2) Translation of easy pas-
   sages from English into German.
   (c) Authors: Translation of unspecified passages from
   easy German authors. An examination on the following texts:
1903: Grimm, Rotkäppchen; Anderson, Wie's der Alte macht, Das neue Kleid Venedig, Rothschild, Der Baer; Ertl, Himmelsschluessel; Frommel, Das eiserne Kreuz; Baumbach, Nicotiana, Der Goldbaum; Heine, Lorelei, Du bist wie eine Blume; Uhland, Schaefer's Sonntagsslied, Das Schloss am Meer; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlköenig Der Saenger; Schiller, Der Juengling am Bache.

Leander, Traumereien pp. 46-90 (selected by Van Daell 1904: Grimm, Rotkäppchen; Anderson, Wie's der Alte macht, Das neue Kleid Venedig, Rothschild, Der Baer; Ertl, Himmelsschluessel; Frommel, Das eiserne, Kreuz; Baumbach, Nicotiana, Der Goldbaum; Heine, Lorelei, Du bist wie eine Blume; Uhland, Schaefer's Sonntagsslied, Das Schloss am Meer; Chamisso, Das Schloss Boncourt; Claudius Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlköenig Der Saenger; Schiller, Der Juengling am Bache.

Baumbach, Waldnovellen.

The obligatory subjects are reading, English grammar and rhetoric, English composition, English literature, general history, physical geography, algebra, geometry, animal life and drawing.

The optional subjects are chemistry, Latin, French and German.

Students may elect Latin instead of algebra, and French or German instead of English grammar and rhetoric or chemistry.

For students intending to become teachers, or to enter a profession, an examination on the following subjects in Standard VII will be held annually: English grammar and rhetoric, English composition, English literature, general history, physical geography, algebra, geometry, animal life and chemistry; but students may offer Latin instead of algebra; either French or German instead of either English grammar and rhetoric, or chemistry; or French and German instead of English grammar and rhetoric and chemistry.

Students desiring standing equivalent to Matriculation must select for examination the languages and other subjects prescribed therefor by the University.

Standard VIII

1. Reading--A general knowledge of the subject-matter of the books prescribed for general reading.

Prescribed books, 1903, 1904: Matthew Arnold's Sohrab and Rustum and other poems (Silver Burdett & Co.); Browning's the Lost Leader, Rabbi Ben Ezra, The Grammarian's Funeral and other poems (R. L. S. No. 115); De Quincey's Flight of a Tartar Tribe (R. L. S. No. 104); Thackeray's Pendennis.

2. English Composition--Letter writing. Short composition based chiefly on subjects chosen from the books prescribed for general reading. Knowledge of these subjects is regarded as less important than the ability to write good English.
Work notably defective in point of spelling, writing, punctuation, or division into paragraphs will not be accepted at examinations. Instruction in the principles of rhetoric should be given in connection with this study.

3. **English Literature**—A thorough study of the subject-matter, structure and language of each prescribed selection. Memorisation of fine passages.

   Prescribed Poetical Literature, 1903, 1904: Tennyson’s *The Palace of Art, Locksley Hall, In Memoriam* (MacMillan’s Sixpenny Series); Milton’s *I’Allegro, Il Penseroso, Lycidas, Comus* (R. L. S. No. 72); 1903, Shakespeare’s *The Merchant of Venice* and *Hamlet*; 1904, *Julius Caeser* and *the Tempest*.

   Prescribed Prose Literature, 1903: *Hawthorne’s The House of the Seven Gables*, edited by Herrick (Scott, Foresman & Co., Chicago), recommended; 1904, *Hawthorne’s The Marble Faun* (R. L. S. No. 143.)


5. **History**—Constitutional and Industrial.


6. **Algebra**—C. Smith’s *Elementary Algebra*.

7. **Geometry**—*Euclid*, Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, 4, 5, 33 of Book VI; deductions.

   Text Book: Todhunter and Loney.

8. **Trigonometry**—As in D. A. Murray’s *Plane Trigonometry and Tables* (Longmans & Co.)

9. **Physics**—The Elements of Physics.

   Text Books: *Gage’s Introduction to Physical Science* (Revised edition, 1902 Ginn & Co.)


    (b) Grammar—*Bennett*, with special reference to parts 1 to IV. Composition—*Fletcher & Henderson’s Latin Prose Composition*, together with continuous prose composition based on authors read.

11. **French**—

    (1) Grammar and Composition—Writing easy French from dictation; translation from English into French; translation of unspecified passages from easy modern French prose. (Grandgent’s Composition.)
12. German:

(1) Grammar and Composition—Writing easy German from dictation; translation from English into German; translation of unspecified passages from easy modern German prose.

(2) An examination of prescribed texts.

1903. Drei Kleine Lustspiele. (Heath & Co.)

Elster—Zwischen den Schlachten. (The MacMillan Co.)

The obligatory subjects are reading, English composition, English literature, English language and rhetoric, history and physics.

The optional subjects are algebra, geometry, trigonometry, Latin, French and German.

Students may select Latin instead of algebra and either French or German instead of geometry or trigonometry.

For students intending to become teachers an examination on the following subjects in Standard VIII will be held annually: English composition, English literature, English language and rhetoric, history, physics, algebra, geometry, trigonometry, Latin, French and German, but students may offer Latin instead of algebra, either French or German instead of either geometry or trigonometry; or French and German instead of geometry and trigonometry.
APPENDIX H

COURSE OF STUDIES FOR STANDARDS VI, VII AND VIII
For the Year Ending June 30, 1907.

In the course of studies prescribed for Standards VI, VII and VIII the subjects are classified as follows:

(a) **Obligatory**: Those which all pupils in the standard are required to study.
(b) **Optional**: Those which may be taken or omitted by any pupil.
(c) **Examination**: Those which are prescribed for the annual departmental examinations.

The obligatory, optional, and examination subjects will be found at the end of the work prescribed for each standard.

**Standard VI.**

1. **Reading**: The following books are prescribed for supplementary reading rather than for intensive study:
   - Scott's *Lay of the Last Minstrel* (Morang's Literature Series).
   - Macaulay's *Lays of Ancient Rome* (Riverside Literature Series, No. 45).
   - Goldsmith's *The Vicar of Wakefield* (R. L. S., No. 78).

2. **Composition and Rhetoric**: Correspondence--business and social. Short compositions based chiefly on subjects chosen from the books prescribed for supplementary reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of rhetoric.
   - Text: *Syke's Elementary English Composition*. (Copp, Clark Co.)

3. **English Literature**: A thorough study of the subject matter, structure and language of each prescribed selection. Committing to memory and recitation of choice passages in prose and poetry. Practice in oral reading.
   - Text: *Literature Selections*, edited by Saul & McIntyre, Vol. II. (Copp, Clark Co.)

4. **English Grammar**: A general knowledge of the prescribed text, with special reference to sections II, III and V to XV inclusive.
   - Text: *Seath's High School Grammar*. (Canada Publishing Co.)
5. **Spelling:** At the examination the spelling of the candidate will be considered on all papers. In addition a special paper will be set on spelling and dictation.

6. **History:** Leading events of English and Canadian History.
   Texts: Buckley & Robertson's *High School History* (Copp, Clark Co.) Clement's *History of Canada* (Briggs.)

7. **Geography:** The general geography of the world. Special study of Canada and the British Empire.
   Texts: *New Canadian Geography*—North-West Territories edition. (W. J. Gage & Co.)
   *Geography of the British Colonies.* Dawson & Sutherland. (Copp, Clark Co.)
   Teachers' Reference: Adam's *Commercial Geography* (Morang & Co.)

8. **Arithmetic and Mensuration:** As in prescribed text, with special reference to Chapters XII, XIII, XIV, XVI, XVIII.
   Text: Hamblin Smith's *Arithmetic—Twentieth Century* edition. (W. J. Gage & Co.)

9. **Algebra:** Text: C. Smith's *Elementary Algebra*, Chapters I to XIV inclusive. (Copp, Clark Co.)

10. **Euclid:** Book I, with easy deductions.
    Text: Todhunter and Loney's *Elements of Euclid*. (Copp, Clark Co.)

11. **Book-keeping:** A knowledge of business forms and correspondence; single entry and double entry.
    Text: Black's *Public School Book-keeping*. (Copp, Clark Co.)

12. **Botany and Agriculture:** (a) Botany—As in prescribed text omitting Chapters XIV, XIX, XX, XXI, XXII and XXIII. Chapters VI and XII may be read in a general way in connection with the subject. Plants belonging to the orders Ranunculaceae, Cruciferae, Leguminosae, Rosaceae and Liliaceae should be studied according to plan outlined in Chapter XIV. Recognition and classification of the more common weeds of Saskatchewan. Field work is essential.
    Text: Bergen's *Foundation of Botany* with Key and Flora. (Ginn & Co.)
    (b) Agriculture—As in prescribed text.
    Text: James & McIntyre's *Agriculture*. (Morang & Co.)


14. **Drawing:** Representation, construction and decoration.


16. French: Text: Fraser and Squair's French Grammar and Reader, lessons I to XXX inclusive. (Copp, Clark Co.)

17. German: Text: High School German Grammar and Reader, lessons I to XXV inclusive. (Copp, Clark Co.)

18. Pedagogy: An examination in pedagogy will be held each year for such persons as apply for a renewal of their third class certificates. The examination will be based upon the texts prescribed.


The obligatory subjects of Standard VI are as follows: Reading, Literature, Composition and Rhetoric, Grammar, Spelling, British and Canadian History, Geography, Arithmetic and Mensuration, Euclid, Physical Science, Drawing.

The optional subjects are: Algebra, Book-keeping Botany and Agriculture, Latin, French, German.

The examination subjects for a Standard VI Diploma are: Oral Reading, Literature, Composition and Rhetoric, Spelling, British and Canadian History, Geography, Arithmetic and Mensuration, Algebra Botany and Agriculture, Physical Science, Drawing and Book-keeping.

Standard VII.

1. Reading: The following books are prescribed for supplementary reading rather than for intensive study:

Texts: Coleridge's Ancient Mariner. (R.L.S., No. 80)
       Macauley's Lord Clive. (Cassell's National Library, No. 77.)
       Addison's Sir Roger de Coverley. (Cassell's Nat. Lib., No. 73.)
       Arnold's Schrab and Rustum. (MacMillan's Pocket American and English Classics.)

2. English Composition and Rhetoric: Correspondence—business and social. Short compositions based chiefly on subjects chosen from the books prescribed for reading. Work palpably defective in spelling, writing, punctuation or division into paragraphs will not be accepted at examinations. Instruction in the fundamental principles of Rhetoric.

Text: Genung's Practical Rhetoric. (Ginn & Co.)

3. English Literature: A careful study of the works prescribed. Practice in oral reading. Committing to memory
and recitation of choice passages in prose and poetry.

The following selections from Tennyson: Ode to Memory; The Dying Swan; The Lotus Eaters; Ulysses; You ask Me Why; Of Old Sat Freedom; Love Thou Thy Land, and the six interlude songs from the Princess; The Brook; Charge of the Light Brigade; Ode on the Death of the Duke of Wellington; Text: Selections from Tennyson. (Morang & Co.)

Ruskin's Sesame and Lilies. (MacMillen's Pocket American and English Classics.)

Shakespeare's Julius Caesar. (Cassell's National Library, No. 12.)


5. History: Texts: Myer's General History. (Ginn and Co.) Bourinot's How Canada is Governed. (Copp, Clark Co.)


13. Latin:

Translation into Latin of easy English phrases and sentences to illustrate the rules of Latin syntax. Translation at sight into English of passages selected from easy prose authors. Translation from prescribed texts with grammatical and other questions arising from extracts chosen.

Texts: Henderson and Fletcher's First Latin Book and Reader; Caesar Bellum Gallicum, Book IV (omitting chapter 17), and Book V, chapters 1-2-3; Virgil's Aeneid, Book II (1-505.)

Two papers will be set: (a) Virgil and Caesar; (b) Grammar, prose and sight translation.
14. French:
1. (a) Grammar: High School French Grammar, Part II, pages 129 to 233 inclusive, with the associated exercises;
   (b) Composition: (1) Translation into French of short sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in French of sentences of similar character, and (2) translation of easy passages from English into French.
2. Authors: Translation of unspecified passages from easy French authors. An examination on the following texts:
   Lamennais Paroles d'un Croyant, chapters VII and XVII; Perrault, Le Maitre Chat ou Le Chat Etoile; Dumas, Un Nez Gele, and La Pipe de Jean Bert; Alphonse Daudet, Le Dernière Classe, and Le Chevre de M. Seguin; Legouve, La Patte de Dindon; Pouvillon, Hortibus; Loti Chegrin d'un Vieux Forcat; Moliere, L'Avare, Acte III, Sc. 5 (Est-ce a votre Cocher... sous la mienne); Victor Hugo, Waterloo, chapter IX; Rouget De L'Isle, Le Marseillaise; Arnault, Le Feuille; Chateaubriand L'Exile; Theophile Gautier, Le Chimere; Victor Hugo, Extase; Lamertine, L'Automne; de Musset, Tristesse; Sully Prudhomme, Le Vase Eriste; La Fontaine, Le Chene et le Rouseau.
1907. Labiche: La Grammaire.

15. German:
1. (a) Grammar: High School German Grammar;
   (b) Composition: (1) Translation into German of short English sentences as a test of the candidate's knowledge of grammatical forms and structure, and the formation in German of sentences of similar character, and (2) translation of easy passages from English into German.
2. Authors: Translation of unspecified passages from easy German authors. An examination on the following texts:
   Grimm, Rotkaeppchen; Andersen Wie's der Alte macht, Das neue Kleid, Venedig, Rothschild, Der Baer; Ernl, Himmelsschluessel; Frommel, Das eiserne kreuz; Baumbach, Nicotiana, Der Goldbeum; Heine, Lorelei, Du bist wie eine Blume; Uhland, Schaefer's Sonataglied, Des Schloss am Meere; Chemisso, Das Schloss Boncourt; Claudius Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkoenig, Der Seenger; Schiller, Der Juengling am Bache. 1907. Hauff; Das Kalte Herz.

The obligatory subjects for Standard VII are as follows:
Reading, Literature, Composition and Rhetoric, History, Physical Science, Physical Geography, Grammar, Drawing, Algebra.

The optional subjects are as follows: Latin, French, German, Chemistry, Arithmetic and Mensuration, Euclid.

The examination subjects for a Standard VII Diploma are:
Reading, Literature (one paper), Composition and Rhetoric, Grammar, General and Constitutional History, Physical Geography,
Arithmetic and Mensuration, Euclid, and any three of the following: Latin, French, German, Physical Science, Chemistry, Algebra.

Standard VIII.

1. Reading: These books are prescribed for supplementary reading rather than for intensive study:
   Tennyson's Idylls of the King (Macmillan's Pocket American and English Classics); Carlyle's Essay on Burns (Cassell's National Library No. 35); Macaulay's Warren Hastings (Cassell's National Library No. 351); Shakespeare's As You Like it (Cassell's National Library No. 391).

2. Composition and Rhetoric: Writing and criticism of essays based on subjects selected from the course prescribed in Reading. Investigation of rhetorical principles.
   Text: Genung's Practical Rhetoric.

3. English Literature: (Two papers.) A careful study of the works prescribed. Committing to memory and recitation of choice passages.
   (a) Prescribed Poetical Literature: Shakespeare's Hamlet (Cassell's National Library No. 18); Milton's Paradise Lost, Book I (Macmillan's Pocket American and English Classics); the following selections from Tennyson: Ode to Memory, the Dying Swan, The Lotus Eaters, Ulysses, You Ask Me Why, Of Old Set Freedom, Love Thou Thy Land, and six interlude songs from the Princess, The Brook, The Ode on the Duke of Wellington, Charge of the Light Brigade.
   Text: Selections from Tennyson. (Morang & Co.)
   (b) Prescribed Prose Literature: Southey's Life of Nelson. (Cassell's National Library No. 30.)


5. History. Texts: Green's Short History of the English People, Section 3, Chapter 3; Section 4, Chapter 4; Section 4, Chapter 5; Section 4, Chapter 6; Chapters 8, 9, 10. Myer's Mediaeval and Modern History, Part II. (Ginn & Co.) Bagehot's English Constitution. (Appleton & Co.)


7. Euclid: Definitions and Books I, II, III, IV; definitions of Book V; Propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.
   Text: Todhunter and Loney's Euclid.

8. Trigonometry. Text: Murray's Plane Trigonometry and Tables. (Longmans & Co.)
9. **Physical Science:** Text: High School Physical Science, Part II, revised edition. (Copp, Clark Co.)

10. **Chemistry.** Text: High School Chemistry, revised edition. (Copp, Clark Co.)

11. **Latin:**
   (1) Horace, Odes III, omitting 7, 9, 10, 12, 15, 20, 26, Cicero, In Catilinam I, and Pro Archia.
   (2) **Grammar:** Bennet: With special reference to Parts 1-4
       **Composition:** Bradley: Arnold's Latin Prose Composition.
   (3) Botsford: *History of Rome.* (Morang & Co., Toronto)

12. **French:**

13. **German:**
   (1) **Grammar and Composition:** Dictation and sight translation. High School German Grammar.
   (2) An examination on prescribed texts: Moser: *Der Bibliothekar.* (American Book Co.) Hillern: *Hoher als die Kirche.* (Holt & Co.)

The obligatory subjects for Standard VIII are as follows: Reading, Literature, Composition and Rhetoric, English Language and History of Literature, History, Trigonometry, Chemistry.

The optional subjects are: Algebra, Geometry, Physical Science, Latin, French, German.

The examination subjects for a Standard VIII diploma are: Literature (two papers), Composition and Rhetoric, English Language and History of Literature, History, Trigonometry, Physical Science, and any three of the following: Algebra, Geometry, Chemistry, Latin, French, German.
1. The following Regulations shall apply to High Schools organized under the provisions of the Act to provide for the Organization and Maintenance of Secondary Educational Institutions:

(1) In every high school there shall be at least two teachers continuously employed. The principal shall hold a valid high school certificate and each assistant a valid first class interim or professional certificate.

(2) Pupils below Grade VIII shall not be admitted to a high school nor shall instruction be given in any such school beyond that prescribed for the Middle Form of the high school course without the approval of the Commissioner of Education.

(3) At the time of organization of a high school it shall be provided with chemical and physical apparatus to the value of at least $125, a reference library to the value of $75, and maps and globes to the value of $50.

(4) In order to derive the legislative grant there shall be expended annually by every board of trustees $75 for scientific apparatus, $50 for a reference library, and $10 for maps, globes, etc., until the maximum is reached.

(5) In apportioning the legislative grant on scientific apparatus, reference books, maps and globes the maximum recognized shall be as follows:

<table>
<thead>
<tr>
<th>Apparatus</th>
<th>$350</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>250</td>
</tr>
<tr>
<td>Maps and Globes</td>
<td>80</td>
</tr>
</tbody>
</table>
COLLEGIATE INSTITUTES.

2. The following regulations shall apply to collegiate institutes organized under the provisions of the Act to provide for the Organization and Maintenance of Secondary Educational Institutions:

(1) In every collegiate institute there shall be at least four teachers continuously employed. The principal shall hold a valid collegiate certificate, two of his assistants valid high school certificates and every additional assistant a first class interim or professional certificate.

(2) Pupils below Grade VIII shall not be admitted to a collegiate institute nor shall instruction be given in any such institute beyond that prescribed for the Senior Form of the High School course of study without the approval of the Commissioner of Education.

(3) At the time of organization of a collegiate institute it shall be provided with chemical and physical apparatus to the value of at least $250, a reference library to the value of $200, and maps and globes to the value of $50.

(4) In order to derive the legislative grant there shall be expended annually by every board of trustees $85 for scientific apparatus, $65 for a reference library, and $15 for maps, globes, etc., until the maximum is reached.

(5) In apportioning the legislative grant on scientific apparatus, reference books, maps and globes the maximum recognized shall be as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apparatus</td>
<td>$500</td>
</tr>
<tr>
<td>Reference books</td>
<td>400</td>
</tr>
<tr>
<td>Maps and globes</td>
<td>100</td>
</tr>
</tbody>
</table>

GENERAL.

3. (1) It shall be the duty of the principal of every high school or collegiate institute to classify the pupils, arrange the courses of study and the time-table for the several departments, assign to his assistants their work and duties, and generally to be responsible for the organization, management and discipline of the school.

(2) In the event of the trustees of any high school district being unable to secure a duly qualified teacher for any of the departments of its school, the Commissioner of Education may upon satisfactory proof of the same, grant a temporary high school, collegiate or other certificate to some person to take charge of such department till the close of the current school term.

(3) In the case of high school departments being in the same building as the public school departments the boards of trustees of the respective districts may make such arrangements
respecting the appointment and duties of a principal (or superintendent) as in their judgment seems desirable.

(4) The instruction given in every high school and collegiate institute shall be in accordance with the course of study authorized by the Commissioner of Education, and no texts shall be used nor reference books placed in the library of such school unless such texts and reference books have been authorized by the Commissioner of Education.

(5) In the case of a pupil leaving a high school to attend any other high school in the province he shall before being admitted be required to produce evidence of his standing from the principal of the school he last attended. He shall also obtain from such principal a statement to the effect that he was not suspended nor dismissed and that his conduct during attendance at such school was satisfactory.

(6) A complete catalogue of the equipment, apparatus, library, maps, globes, with the cost, time when purchased, etc., shall be kept by the principal of the school in a book provided specially for the purpose by the board of trustees and it shall be accessible to any official of the Department of Education.

(7) The general regulations of the Department governing schools organized under the School Ordinance shall so far as applicable and where not inconsistent with these regulations be applicable to every high school and collegiate institute.

TEACHERS' CERTIFICATES.

4. (1) In order to be entitled to a high school certificate a teacher must have the following standing:

(a) A degree in arts from some Canadian or other British University;

(b) A valid first class interim or professional certificate issued under the regulations of the Department;

(c) Two years' experience in teaching at least one of which has been spent in the Junior and Middle Forms (former Standards VI and VII).

(2) In order to be entitled to a collegiate certificate a teacher must have the following standing:--

(a) A degree in arts from some Canadian or other British University;

(b) A valid first class interim or professional certificate issued under the regulations of the Department of Education;

(c) Three years' experience in teaching at least one of which has been spent in the Junior, Middle and Senior Forms (former Standards VI, VII and VIII).
ADMISSION TO HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

(5) (1) The board of trustees of any high school or collegiate institute may make provision for the admission and instruction of pupils in the course of study prescribed for Grade VIII of the public schools. Pupils applying for admission must before being admitted satisfy the principal (or superintendent) that they have satisfactorily completed the course prescribed for public schools up to and including Grade VII.

(2) In order to be entitled to enter upon the course of study prescribed for high schools and collegiate institutes a pupil must hold either a Grade VIII Diploma from the Department of Education or standing equivalent thereto. This regulation shall not apply to pupils who take the special course in agriculture as prescribed by the Regulation of the Department.

(3) In case of a dispute as to the standing of any pupil applying for admission to a high school or collegiate institute an appeal shall lie to the inspector of schools whose decision shall be final.

SUBJECTS OF STUDY.

6. The following are the subjects of study prescribed for the several forms of high schools and collegiate institutes:

Junior Forms.--Reading, writing, spelling, composition and rhetoric, literature, British and Canadian history, physical geography, grammar, arithmetic and mensuration, algebra, geometry, botany, agriculture, physical science, drawing, bookkeeping, Latin, French, German.

Middle Form.--Reading, spelling, composition and rhetoric, literature, general history, grammar, arithmetic and mensuration, algebra, geometry, chemistry, physical science, bookkeeping, Latin, Greek, French, German.

Senior Form.--Reading, composition and rhetoric, literature, English language and history of literature, English and Constitutional history, philosophy, algebra, geometry, trigonometry, physical science, chemistry, biology (botany and zoology), Latin, Greek, French, German.

COURSES OF STUDY.

7. The courses of study for high schools and collegiate institutes shall be taken up in three main divisions to be known as the Junior Form, the Middle Form and the Senior Form respectively.

They shall include the following:

A General Course.
(1) For the instruction in certain subjects regarded as essential for a general education. It shall include the following subjects as prescribed for the Junior and Middle Forms of the high school course of study.

Junior Form.--Reading, writing, spelling, composition, literature, arithmetic and mensuration, geography, history.

Middle Form.--Reading, writing, spelling, composition, literature, grammar, history, physical science.

A Teacher's Course.

(2) For instruction in such subjects as are required by persons preparing for the teaching profession. It shall include the following subjects as prescribed for the Junior, Middle and Senior Forms respectively of the high school course of study. The examination for a Third, Second or First Class Teachers' Diploma may be taken either at the one examination or at two examinations in different years. The examination in Part I shall be taken before that in Part II.

Third Class.--Part I. --Reading, spelling, composition, and rhetoric, physical geography, algebra, botany and agriculture, drawing, bookkeeping.

Part II. --Literature, history, grammar, arithmetic and mensuration, geometry, physical science.

Second Class.--Part I. --Reading, spelling, composition and rhetoric, general history, algebra, chemistry.

Part II. --Literature, grammar, arithmetic and mensuration, geometry and physical science.

In lieu of either physical science or chemistry a candidate may elect to take the examination in any one of the following, namely: Latin, French or German.

First Class.--Part I. --Reading, composition and rhetoric, English history, geometry, algebra, physical science.

Part II. --Literature, constitutional history, English language and history of literature, trigonometry, with either chemistry and biology, or Latin and French, or Latin and German, or French and German.

University Course.

(3) For instruction in such subjects as are prescribed for Junior and Senior Matriculation to the University.

In collegiate institutes provision shall also be made by boards of trustees for an extended collegiate course for instruction in such subjects as are prescribed for pass standing of the second year in the Faculty of Arts.

The examination in connection with the university course shall be held at the same time as the annual Departmental examinations for teachers' diplomas. The places of examination shall be determined by the Commissioner of Education.
Persons intending to write upon any of the examinations of the university course shall apply to the Department of Education not later than May 15th of each year. Forms will be furnished by the Department upon application.

To obtain pass standing a candidate shall obtain 34 per cent. on each subject of the examination and 50 per cent. of the aggregate number of marks. To obtain honor standing a candidate shall obtain 34 per cent. on each subject and 67 per cent. of the aggregate number of marks.

Junior Matriculation.--Candidates for Junior Matriculation shall take the following subjects as prescribed for the university course: Mathematics, Literature, composition and Rhetoric, grammar, history (British, Canadian and Ancient), Latin and any two of the following: French, German, Greek, experimental science (physics and chemistry).

Senior Matriculation.--Candidates for Senior Matriculation shall take the following subjects as prescribed for the university course: English, mathematics, history, Latin and any two of the following: French, German, Greek, biology (botany and zoology).

Second Year.--Candidates for second year standing shall take the following subjects as prescribed for the university course: English, Latin (with history), philosophy and two of the following, namely: French, German, Greek, mathematics, chemistry.

A Commercial Course.

(4) For instruction in the fundamentals of a business education. This course is intended to cover approximately two years' work and shall be taken up only when the staff, the equipment and the accommodation are adequate. Persons taking the commercial course shall be required to take in addition such subjects of the general course as are prescribed for each form subject to such modifications as may be deemed advisable by the principal (or superintendent) and approved by the Commissioner. Boards of trustees may subject to the approval of the Commissioner make such changes in the details of the course as they may deem expedient. An examination on the course will be held at the same time as the annual departmental examinations for teachers' diplomas. Persons who are successful shall be granted a diploma certifying thereto.

8. In high schools and collegiate institutes provision may also be made for instruction in such subjects as relate especially to farming and agricultural pursuits. The term shall be of four months' duration and shall be held at such time as may be determined by the board of trustees and approved by the Commissioner. There shall be no examination requirements for admission. Provision shall also be made by which persons taking this course may receive instruction in the following subjects, namely: Reading, writing, spelling, composition, history, arithmetic, bookkeeping.
9. The board of trustees of any high school or collegiate institute shall on the recommendation of the principal (or superintendent) determine the courses to be taken. No course shall be taken if on the report of the inspector of schools to the Commissioner of Education such board has not provided an adequate staff and satisfactory equipment and accommodation.

10. The subjects prescribed for the general course shall except as hereinafter provided be obligatory upon all pupils in attendance. Persons taking the general course either in the Junior or Middle Forms may write upon such subjects as are prescribed for that form at the annual departmental examination for teachers' diplomas. Those who are successful at the examination shall be granted a diploma certifying thereto.

11. In the case of individual pupils who are not preparing for an examination such changes may be made in the election of subjects as may be agreed upon by the pupil's parent or guardian and the principal (or superintendent) of the school.

EXAMINATION REQUIREMENTS FOR TEACHERS' DIPLOMAS.

12. (1) At such times and places as the Commissioner of Education may determine there shall be annually held examinations for diplomas. These examinations shall be based upon the course prescribed for the Junior, Middle and Senior Forms.

(2) These examinations shall be conducted in the manner prescribed by such regulations or instructions in that behalf as may from time to time be issued by the Commissioner.

(3) Candidates intending to write shall either directly or through their teacher (or principal) make application to the Department for blank forms of application. Applications for examination received at the Department after May 15 will not be accepted.

(4) The principal of every school having candidates for examination shall before June 30 forward to the Department a confidential report on each candidate stating: (a) attention towards work; (b) general grasp of each subject.

(5) Only the holders of third or second class diplomas (former Standards VI or VII) shall be admitted to examination for second or first class diplomas (former Standards VII or VIII) respectively. But in the case of persons who have not been residents of the province for eighteen months immediately prior to the date of the examination and in other special cases the Commissioner may upon proof of necessary qualification admit such to any examination.

(6) In order to pass a candidate is required to make 35 per cent. on each subject and 50 per cent. of the aggregate number of marks.

(7) Every unsuccessful candidate shall be furnished with a statement of standing in the several subjects written
upon and shall have the right to appeal within twenty days from the time the results of the examination are announced. Each appellant shall state clearly what subject or subjects he wishes re-examined and his reasons for appeal. The fee for each paper re-read is 50 cents. If an appeal is sustained the fee shall be refunded.

(8) Any candidate who fails to pass the examination for a second or first class diploma may be granted a diploma of the next lower class provided such candidate obtained 40 per cent. of the total marks and 30 per cent. on each paper.

(9) The fee for each examination shall be $3 payable to the presiding examiner on the first day of the examination. In the case of a candidate taking a partial examination the fee shall be $1.
COURSE OF STUDY

for the

JUNIOR, MIDDLE AND SENIOR FORMS

of

HIGH SCHOOLS AND COLLEGIATE INSTITUTES

(1907)

JUNIOR FORM.

(Standard W)

Reading.-- The following books are prescribed for supplementary reading and for exercises in composition rather than for intensive study:

1908 -- Books recommended: Tennyson's Enoch Arden and Other Poems (Riverside Literature Series, No. 73); Dickens' Christmas Carol (Nelson's Supplementary Readers, No. XI); Irving's Legend of Sleepy Hollow and Other Tales (Short Studies in English Literature, Thomas Nelson and Sons, No. 6).

Writing.-- Correct position and movement; principles of letter formation; writing a legible business hand.

Spelling.-- Individual words in common usage; paragraphs selected from the books prescribed for reading and from other sources.

Composition and Rhetoric.-- Oral and written compositions on topics chosen from the course in reading and from other subjects of study. Letter writing; abstracts of lessons studied; correction of common errors in English; instruction in the principles of rhetoric.

Reference text: Syke's Elementary English Composition. (Copp Clark Co.).

NOTE:-- At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.

History.-- As in prescribed texts.

Texts: Buckley and Robertson's High School History of England; Clement's History of Canada.

Literature.-- A thorough study of the subject matter, structure and language of each prescribed selection. Committing to memory and recitation of choice passages in prose and poetry.

Physical Geography.-- A general knowledge of the prescribed text. At the examination special stress will be laid upon the following chapters: VI, VIII, IX, XI, XIV, XV, XVI, XVII, XIX, XXI, XXII.

Text: Elementary Physical Geography, Tarr (The Macmillan Co.).

Algebra.-- Elementary work, easy simple equations, highest common factor, lowest common multiple, easy fractions. Text: C. Smith's Elementary Algebra, chapters 1-XII inclusive.

Botany.-- As in prescribed text omitting chapters XIV, XIX, XX, XXI, XXII, XXIII. Chapters VI and XII may be read in a general way in connection with the subject. Plants belonging to the orders Ranunculaceae, Cruciferae, Leguminosae, Rosaceae and Liliaceae should be studied according to plan outlined in Chapter XLI. Recognition and classification of the more common weeds of Saskatchewan. Field work is essential.

Text: Bergen's Foundations of Botany with Key and Flora.

Bookkeeping.--Single entry and double entry: use of journal, day-book, cash book, bill book and ledger; receipts, promissory notes, drafts, orders, due bills, deposit slips, cheques, bills, invoices, accounts; indorsement and acceptance. NOTE.-- At least two sets of double entry and one of single entry of about ten pages each should be worked out by each pupil.

Text: Dickenson and Young's Commercial Course in Bookkeeping.

English Grammar.-- A general knowledge of the principles of etymology and syntax including the logical structure of the sentence and the inflection and classification of words. Elementary word analysis with the most important prefixes and suffixes and Latin and Greek root-words. NOTE.--The work in grammar in this Form should not demand too intensive study on the part of the pupil.

Text: Seath's High School Grammar.

Arithmetic and Mensuration.-- Chapters 1 to VII inclusive, XI, XII (omitting true discount, stocks and shares), XIV, XVI and XVIII, down to and including rectangular solids. Problems based on these chapters.


Geometry.-- Book I, with easy deductions.

Text: Todhunter and Loney's Elements of Euclid.

Agriculture.-- As in prescribed text.

Text: James and McIntyre's Agriculture.

Physical Science.-- Chapters 1 to X inclusive of the High School Physical Science, Part I, revised edition (Copp, Clark Co.).

Latin.-- As in prescribed text.

Text: Henderson and Fletcher's First Latin Book, Lessons 1 to LXV inclusive.
French.-- As in prescribed text.
Fraser and Squair's French Grammar and Reader, Part 1.

German.-- As in prescribed text.
Text: High School German Grammar and Reader, Lessons L to XXV inclusive.

Greek.-- As in prescribed text.
Text: The Beginner's Greek Book, (Ginn and Co), Lessons 1 to L inclusive.

Drawing.-- Representation, construction and decoration.
Text: Prang's New Graded Course in Drawing for Canadian Schools, Books 1, 11 and 11 (W.J. Gage and Co.).

MIDDLE FORM.
(Standard VII)

Reading.-- The following books are prescribed for supplementary reading and for exercises in composition rather than for intensive study:
1908--Books recommended: Macaulay's Lays of Ancient Rome (Standard English Classics, Ginn and Co.); Addison's Sir Roger de Coverley (Macmillan's Pocket American and English Classics); Arnold's Sohrab and Rustum, etc. (Riverside Literature Series, No. 132, Morang and Co.); Ruskin's Sesame and Lilies (W. J. Gage and Co.).

English Composition and Rhetoric.-- Correspondence -- business and social. Short compositions based chiefly on subjects chosen from books prescribed for reading. Study and criticism of prose models. Instruction in the fundamental principles of rhetoric. Class debates.
NOTE.-- At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.
Text: Barrett Wendell's English Composition (Copp, Clark Co.).

English Literature.-- A careful study of such authors as are annually prescribed by the Department. Committing to memory and recitation of choice passages in prose and poetry. Practice in oral reading.

English Grammar.-- Course in Junior Form continued.
Text: Seath's High School Grammar.
History.-- Myer's General History (Ginn and Co.): Bourinot's "How Canada Is Governed."

Arithmetic and Mensuration.-- Chapters XII to XVIII inclusive, with problems based thereon.

Algebra.-- The Course in the Lower Form continued.
Indices, surds, quadratics of one and two unknown quantities, relation between roots and coefficients.
Text: C. Smith's Elementary Algebra, Chapters 1-XX inclusive.

Text: Todhunter and Loney's Euclid.

Text: High School Chemistry, rev. ed. (Copp, Clark Co.).

Physical Science.--Course in Junior Form continued. Heat, magnetism and electricity, light, sound.

Latin.-- Course in Grammar in Junior Form continued. Translation into Latin of easy English phrases and sentences to illustrate the rules of Latin Syntax. Sight translation from easy prose authors. Special study of texts prescribed.
Texts: Caesar's Bellum Gallicum, Book XV (omitting chapter XVII) and Book V chapters 1 to XXII. Virgil's Aeneid Book XI (lines 1-505.)

German.-- High School German Grammar and Reader. Translation into German of easy sentences and paragraphs in English. Sight translation from modern German authors. Special study of the following selections: Grimm, Rotkappchen; Andersen, Sie's der Alte macht, Das neue Kleid, Venedig, Rothchild, Der Bar; Ertl, Himmelsschlussel; Frommel, Das eiserne Kreuz; Baumbach, Nicotiana, Der Goldbaum; Heine, Lorelei, Du bist wie eine Blume; Uhland, Schafer's Sonntagslied, Das Schloss am Meere; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkonig, Der Sanger; Schiller, Der Jungling am Bache.
Text: 1908 -- Leander, Traumereien, pp. 45-90, (selected by Van Daell).
French.—High School French Grammar and Reader, Part II, pages 129 to 235 inclusive. Translation into French of easy sentences and paragraphs in English. Sight translation from modern French authors.

Special study of the following selections: Lamennais, Paroles d'un Croyant, chapters VII and XVII; Perrault, Le Maître Chat ou Le Chat Botte; Dumas, Un Nez Géle and La Pipe de Jean Bart; Alphonse Daudet, La Dernière Classe and La Chevre de M. Seguin; Legouvé, La Patte de Dindon; Pouvillon, Hortibus; Loti, Chagrin d'un Vieux Forcat; Molière, L'Avare, Actes III, Sc. 5 (Est-ce a votre cocher . . . sous la mienne); Victor Hugo, Waterloo, chapter IX; Rouget de L'Isle, La Marsillaise; Arnault, La Feuille; Chateaubriand, L'Exilé; Theophile Gautier, La Chimère; Victor Hugo, Extase; Lamartine, L'Automne; De Musset, Tristesse; Sully-Prudhomme, Le Vase Brisé; La Fontaine, Le Chêne et le Roseau.

Text: 1908 -- Meilhac et Halévy, L'Ete de la Saint-Martin.

Greek.—Translation into English of passages from prescribed texts. Translation at sight (with the aid of the vocabularies) of passages from some easy prose author, to which special importance will be attached. Grammatical questions as arise naturally from the context. Translation into Greek of sentences and of easy narrative passages based upon the prescribed text.

Text: Selections from Xenophon's Anabasis I, in White's Beginner's Greek Book.

SENIOR FORM.

(Standard VIII)

Reading.—The following books are prescribed for supplementary reading and for exercises in composition rather than for intensive study:

1908—Books recommended: Browning's Shorter Poems (Macmillan's Pocket American and English Classics); George Eliot's Silas Marner (Cassell's National Library); Scott's Talisman (Nelson's Sixpenny Classics); Tennyson's Princess (Macmillan's Pocket American and English Classics).

English Composition and Rhetoric.—Writing and criticism of essays based upon subjects selected from the course prescribed in reading. Critical study of prose models. Class debates.

Text: Genung's Practical Rhetoric.

NOTE.—At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.

English Literature.—A careful and appreciative study of such selections in prose and poetry as are prescribed annually by the department. Supplementary reading from books in the
library. Committing to memory and recitation of choice
passages in prose and poetry. Practice in oral reading.

Texts: 1908—Poetry: Shakespeare's Coriolanus. (Editions
edited by Rolfe, Hudson or Chambers recommended.) Milton's
Paradise Lost, Book II. (Macmillan's Pocket American and
English Classics). Goldsmith's Traveller. (Revised Literature
Series, No. 68, Morang and Co.) Prose: Macaulay's Warren
Hastings (Macmillan's Pocket American and English Classics).

English Language and History of Literature.— A general
history of the English language; influence of foreign tongues.
Different dialects; changes introduced in the different
periods. An outline study of the history and development of
English literature.
Texts: Lounsbury's English Language, Part 1. Halleck's
History of English Literature.

History.— English History from the accession of the
Texts: Green's Short History of the English People,
chapters VIII, IX and X. Baggehot's English Constitution.

Algebra.— Work of the Middle Form continued. Cube
root; quadratic equations; ratios and proportion; variations
and progressions; binomial theorem; scales of notation;
permutations and combinations.
Text: C. Smith's Elementary Algebra.

Geometry.— Books I, II, III, IV and VI; definitions of
Book V; deductions.
Text: Todhunter and Loney's Elements of Euclid.

Trigonometry.— Trigonometrical ratios with their relations
to one another; sines, etc.; of the sum and difference of angles
with deduced formulae; use of logarithms; solution of triangles;
radii of circumscribed, inscribed and escribed circles.
Text: Murray's Plane Trigonometry and Tables.

Physical Science.— Review of work in Middle Form, Heat,
sound, light and electricity.

Chemistry.— Work of the Middle Form continued. Hydrogen,
oxogen, nitrogen, carbon, sulphur, chlorine and their chief
compounds to be studied experimentally. Nomenclature, valency
and chemical equivalent. Laws of chemical combination, com­
bining weights, chemical formulae and equations with numerical
examples.

Latin.— Authors — 1908: Horace, Odes I, omitting 5, 15
Grammar: Bennett, with special reference to Parts I to IV.
Composition: Bradley, Arnold's Latin Prose Composition.

Greek.— Authors: 1908: Homer, Odyssey VII (Merry, Clarendon
Press); Lysias, Contra Eratosthenem (Schuckburgh, Macmillan & Co.)
Grammar: Goodwin's Greek Grammar, with special reference to
Parts I and II. Composition: Pitman's Greek Prose Composition
(Macmillan and Co.).


German.-- Grammar and composition; dictation; sight translation.

Texts: 1908-- Baumbach, Der Schweigersohn (Heath and Co.). Freytag, Die Journalisten (American Book Co.)

Biology.-- As in prescribed text.

Text: Sedgwick and Wilson's General Biology (Henry Holt and Co.).

UNIVERSITY COURSE.

JUNIOR MATRICULATION.

Latin.-- Sight translation of easy passages from Caesar to which special importance will be attached. Translation into Latin of easy English sentences to illustrate Latin accidence and common rules of Latin syntax. Translation of short passages from the texts prescribed to test the candidates knowledge of syntax and power of idiomatic translation. Grammatical and other questions arising from the extracts set for translation.

1908: Texts: Caesar's Bellum Gallicum, Book IV (omitting chapter 17) and Book V, chapter 1-23; Virgil's Aeneid, Book IV (1-505).

Two papers will be set; (1) Sight translation, Virgil, and accidence. (2) Translation into Latin; syntax; translation from Caesar prescribed.

Greek.-- Translation into English of passages from prescribed texts. Translation at sight (with the aid of vocabularies) of easy prose passages to which special importance will be attached. Grammatical questions on the passages from prescribed texts will be set and such other questions as arise from the context. Translation into Greek of easy English sentences and of easy narrative passages based upon the prescribed prose texts.


Two papers will be set: (1) Prescribed texts and questions on grammar. (2) Translation into Greek of easy English sentences and translation at sight of easy Attic prose.

French.-- Translation at sight of easy passages from modern French authors. Simple questions on grammar. Translation into French of easy English sentences.
An examination based on the following texts: Lamennais, Paroles d'un croyant, chapters VII and XVII; Perrault, le Maître Chat ou Le Chat Botte; Dumas, Un nez geôle, and la Pipe de Jean Bart; Alphonse Daudet, la Derniere classe and la Chevre de M. Seguin; Legouve, la Patte de dindon; Pouillou, Hortibus; Loti, Chagrin d'un vieux Forcat; Molliere, l'Avare, Acte III, sc. 5 (Est-ce a votre cocher ... sous la mienne); Arnault, La Feuille; Chateaubriand, l'Exile; Victor Hugo, Waterloo, chapter IX; Rouget de l'Isle, la Marseillaise; Theophile Gautier, La Chimere; Victor Hugo, Extase; Lamartine, l'Automne; De Musset, Tristesse; Sully Prudhomme, La Vase brise; La Fontaine, le Chene et le Roseau.  

1908: Meilhac et Halevy, l'Ete de la Saint-Martin.  

Two papers will be set: (1) Prescribed texts and translation at sight; questions on grammar; (2) Translation of English into French.  

German.-- Translation at sight of easy passages from modern German authors. Simple questions on grammar. Translation into German of easy English sentences.  

An examination on the following texts: Grimm, Rotkappchen; Andersen, Wie's der Alte Macht; Das neue Kleid; Venedig; Rothschild Der Bar; Ertl, Himmelschlussel; Frommel, Das eiserne Krauz; Haumbach, Nicotiana, Der Goldbaum; Heine, Lorelei, Du bist wie eine Blume; Uhland, Schafer's Sonntagstaged, Das Schloss am Meere; Chamisso, Das Schloss Boncourt; Claudius, Die Sterne, Der Riese Goliath; Goethe, Mignon, Erlkonig, Der Sanger; Schiller, Der Jungling am Bache.  

1908: Leander, Traumereien, pp. 45-90 (selected by Van Daell).  

Two papers will be set: (1) Prescribed texts and translation at sight; questions on grammar; (2) translation of English into German.  

English.-- Grammar and Rhetoric: The main facts in the development of the language. Etymology and syntax, including the logical structure of the sentence, and the inflection, classification and analysis of words. The rhetorical structure of the sentence and paragraph.  

Composition: An essay on one of several themes to which special importance will be attached. Legible writing, correct spelling and punctuation, and proper construction of sentences and paragraphs are indispensable. The length of the essay should be about two pages of foolscap.  

Literature: An intelligent comprehension of the prescribed texts. The candidate will be expected to be familiar with the subject matter, structure and language of each prescribed selection. Committing to memory of the finest passages.  

Texts: 1908 -- Longfellow: Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, The Bridge, A Gleam of Sunshine. Wordsworth: Three Years She Grew in Sun and Shower, She was a Phantom of Delight, There is a Flower, the Lesser Celandine, Green Linnet, To the Cuckoo, "With little here to do or see." Shakespeare: Macbeth.
History.--Great Britain and Canada from 1763 to 1885 with the outlines of the preceding periods of British History. The Geography relating to the history prescribed. General outlines of Roman History to the death of Augustus.

Elementary Science.--Physics: Use of metre rule; use of calipers and vernier for more accurate metric measurements (e.g., diameters of wires, thickness of glass, plates, etc.); numerical calculations in the metric system. Use of balance. Specific gravity by specific gravity bottle and hydrostatic balance, of liquids and of solids. Boyle's law; barometer; diffusion of gases. Use of Fahrenheit and centigrade thermometers; determination of zero and boiling point; boiling point dependent on pressure. Expansion of solids, liquids and gases; examples. Specific heat; latent heat; easy numerical examples. Transmutation of matter; indestructibility of matter. Solution, precipitation, crystallization and evaporation.

Chemistry: Properties of hydrogen, chlorine, oxygen, sulphur, nitrogen, carbon and their different compounds, especially those of economic and industrial importance. Mixtures, solutions, chemical compounds, elements, nomenclature, laws of chemical combinations, (e.g., combining weights, chemical formulae and equations with easy numerical examples.)

Mathematics.--Arithmetic: Elementary rules, fractions (vulgar and decimal), interest, discount and easy problems in stocks. Special importance will be attached to accuracy and neatness.

Algebra: Elementary rules, highest common measure; lowest common multiple, fractions; square root; simple equations of one, two and three unknown quantities; indices; surds; quadratics of one and two unknown quantities.

Geometry: Books 1, 11, 11; easy deductions.

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SENIOR MATRICULATION.

Latin.--Translation into English of passages from the texts prescribed. Translation at sight from unspecified authors. Grammatical questions on the passages selected from the prescribed texts and such other questions as arise from the context. Translation into Latin of easy English sentences similar in style to the authors read.

Texts: 1908--Horace, Odes 1, omitting 5, 13, 19, 25, 33, Cicero in Catilinam 11 and Pro Marcello.

Two examination papers will be set: (1) Latin grammar and prose composition; (2) Latin authors and sight translation.

Greek.--Translation into English of passages from the texts prescribed. Translation at sight of easy passages from unspecified authors. Grammatical questions on the passages selected from the prescribed texts and such other questions as arise from the context. Translation into Greek of easy English sentences similar in style to the authors read.
Texts: Goodwin's Greek Grammar with special reference to Parts I and II. Pitman's Greek Prose Composition (Macmillan and Co.). 1908--Homer, Odyssey VII (Merry, Clarendon Press). Lysias, Contra Eratostenem (Schuckburgh, Macmillan and Co.)


German.--Grammar, composition, dictation and sight translation. Study of the texts prescribed. Texts: 1908--Baumbach, Der Schweigersohn; Elz, Er ist nicht eifersuchsig; Wichert, Post Festum.

English.--Composition: An essay on one of several themes set by the examiner to which special importance will be attached. Legible writing, correct spelling and punctuation, and proper construction of sentences and paragraphs are indispensable. The length of the essay should be about two pages of foolscap.

Literature: An intelligent comprehension of the prescribed texts. The candidate will be expected to be familiar with the subject matter, structure and language of each prescribed selection. Committing to memory of the finest passages. Texts: 1908--Longfellow: Evangeline, The Day is Done, The Old Clock on the Stairs, The Fire of Driftwood, Resignation, The Warden of the Cinque Ports, The Bridge, A Gleam of Sunshine. Wordsworth: Three Years She Grew in Sun and Shower, She was a Phantom of Delight, There is a Flower the Lesser Celandine, To a Skylark (Ethereal minstrel! pilgrim of the sky), The Green Linnet, To the Cuckoo, With Little Here to do or See. Shakespeare: Macbeth, Richard II.

Mathematics.--Algebra: Elementary rules; highest common measure, lowest common multiple; fractions, square root; simple equations of one, two and three unknown quantities; indices, surds, quadratics of one and two unknown quantities, theory of divisors; ratio, proportion and variation; progressions; notation; permutations and combinations; binomial theorem; interest forms; annuities.

Geometry: Euclid, Books I, II, III, IV and VI; definitions of Book V; deductions.

Trigonometry: Trigonometrical ratios with their relation to each other; sines, etc., of the sum and difference of angles with deduced formulae; use of logarithms; solution of triangles; expressions for the area of triangles; radii of circumscribed, inscribed and escribed circles.

History.--English history from the discovery of America to 1763. General outlines of Greek history to the fall of Corinth. General outlines of Roman history to the death of Augustus. The geography relating to the history prescribed.
Latin.--Authors-- 1908: Horace, Epistles, Book 1 (Wilkins, Macmillan and Co.); Livy, Book V (Whibley, Pitt Press Series.).
Grammar and Composition-- Bennett, with special reference to Parts V and VI. Composition from prose passages based on the authors read.


French.-- Grammar, composition, dictation and sight translation.
Study of the prescribed texts:
Texts: 1908--La Fontaine, Fables, Books 1 to 1V inclusive; Dumas, La Tulipe Noire. Cremaie and Frechette, Poems in Les Fleurs de la Poesie Canadienne.

German.-- Grammar, composition, dictation and sight translation. Study of the prescribed texts.
Texts: 1908--Heine, Die Hartzreise with lyrical selections. Schiller, Die Jungfrau von Orleans (Holt and Co.).

Prose: Prose Literature, Rhetoric and Composition. The following books are prescribed:
Texts: Essays by De Quincey, Macaulay and Carlyle in Putnam's Representative Essays, to be associated with the first 180 pages of Minto's Manual of English Prose.
The examination will include an essay to be composed on one of a number of assigned subjects which will be based upon the prescribed prose selections.


Algebra: Charles Smith, the reprint of 1901 or subsequent reprints, chapters XXIV to XXVII inclusive.
Trigonometry: Hall and Knight, Chapters XVIII-XXIII inclusive.
Two papers shall be set, one on Euclid and Co-ordinate Geometry, and one on Algebra and Trigonometry.

Chemistry.-- Physical and chemical changes; causes and conditions of chemical change; simple and compound substances; indestructibility of matter; laws of chemical combination; the atomic theory; atoms and molecules; Avogadro's hypothesis; equivalents, atomic, and molecular weights, valency; symbols; formulae and equations; calculation of volumes and weights; acids, bases and salts; electrolysis; solution; diffusion; dissociation; spectrum analysis; the periodic law.
The preparation and properties of the following elements and their more important compounds: Hydrogen; sodium, potassium; magnesium; calcium; strontium; barium; boron, aluminium; carbon, silicon, tin, lead, nitrogen, phosphorus, arsenic, antimony, bismuth; oxygen, sulphur; fluorine, chlorine, bromine, iodine; chromium, manganese; iron, cobalt, nickel, zinc, cadmium mercury; copper, silver, gold; platinum.

Text book recommended: Remsen's *College Chemistry*.

**Biology.**-- As in prescribed text.


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**COMMERCIAL COURSE.**

**First Year.**

Bookkeeping.--Single and double entry. Use of journal, day book, cash book, bill book and ledger; transactions, including discounts and renewals of notes and drafts, trade discounts, deposits in banks and the use of cheques; changing from single entry to double entry and from double entry to single entry; sets in simple partnership; statements of assets and liabilities and of profit and loss.

Business Papers.-- Receipt, promissory notes, chattel notes, drafts, bills, invoices, credit invoices, accounts, monthly statements; indorsement and acceptance.

Penmanship.-- Correct position and movement; principles of letter formation; figures; letter writing; writing a legible business hand.

Typewriting.-- Copying documents; transcription of shorthand notes; tabular work; manifolding; letter press copying.

Stenography.-- The theory; dictation and transcription.

**Second Year.**

Bookkeeping.-- Single and double entry and changing from one system to the other. Use of journal, day book, invoice book, sales book, cash book, bill book and ledger; the first five as books of original entry; use of journal and cash book with various special columns; commission business, consignments; banking, including deposits, withdrawals, discounts, collections; partnership and the sharing of profits and losses by various methods; practical treatment of freight, duties, discount, bank and bad debts accounts; division of merchandise and expense accounts into various departments. Financial statements; assets and liabilities, profit and loss, trading account, income and expenditure, receipts and disbursements, comparative statements.

Business and Business Laws.-- Forms of the first year, to-
gather with deposit receipts, warehouse receipts, lien notes, shipping bills, bills of lading, proxies, power of attorney, time sheets, pay rolls, bank pass books, account sales.

Negotiable paper; discharge, dishonor and protest; accommodation paper, money, interest; banking, organization, business, note issue; partnership; collection of accounts, liability as partners and shareholders; contracts -- kinds, legality, parties, consideration; chattel mortgages and mortgages on real estate, definitions, registration, limitation, assignment, discharge; searching the title of lands.

Writing. -- Course of the first year continued; acquisition of speed; marking boxes, etc.

Stenography. -- Course of the first year continued. Exercises in speed and transcription.

Typewriting. -- Copying documents; transcription of shorthand notes; tabular work; manifolding; letter press copying.

SPECIAL AGRICULTURAL COURSE.

Soil and Its Treatment. -- Nature and origin of soil; classes and properties; moisture and aeration; tillage; impoverishment and enrichment.

Plant Life and Products. -- Plant structure and functions of parts; food and growth; propagation by seed and otherwise.

Farm and Garden Crops. -- Kinds and treatment; operations on farm and in garden; weeds and their destruction; diseases of plants and preventiveness.

Animal Life and Products. -- Compare animal and plant life; animal physiology and hygiene; stock -- kinds, characteristics, food, care, management; dairying -- milk, butter, cheese, noxious insects and animals -- habits and extermination.

Farm Management. -- Records -- crops, feed inventories; commerce -- buying and selling, bills, notes, banking accounts.

Construction and Mechanics. -- Practical plane and solid geometry; mechanical drawing; sketching; machine -- lever, pulley, etc.; implements -- tools, machinery; materials -- wood, metals, paint, cement, leather, etc.; building -- fences, barns, sheds, house, roads, etc.; mechanics' arts -- work in wood, metal, etc.

Experimental Work. -- Germination of seeds; plant growth under varied conditions of heat, moisture, etc.; effect of heat on solids, liquids and gases; capillarity; diffusion, osmosis; presence and properties of some of the following: oxygen, nitrogen, hydrogen, carbon, phosphorus, sulphur, potassium, sodium, carbon, dioxide.
Regina, July 1st, 1909.

AMENDMENTS TO THE REGULATIONS OF THE DEPARTMENT OF EDUCATION GOVERNING HIGH SCHOOLS AND COLLEGIATE INSTITUTES.

Clause 1, subsection (2) amended by inserting "except as hereinafter provided" after the words "high school"; line 2.

Clause 2, subsection (2) amended by inserting "except as hereinafter provided" after the words "collegiate institute"; line 2.

Clause 3, subsection (4) amended by inserting "or approved" after the word "authorized" in last line.

Clause 7, subsection (2) amended as follows:

For instruction in such subjects as are required by persons preparing for the teaching profession. It shall include the following subjects as prescribed for the Junior, Middle and Senior Forms respectively of the High School Course of Study.

The examination for a Third Class Diploma shall be taken in two parts in different years provided that on the recommendation of the Principal of the High School (or Collegiate Institute) to the Commissioner of Education pupils who are at least seventeen years of age or pupils who are otherwise specially qualified may be granted a Third Class Diploma by passing an examination in the subjects prescribed for Part II thereof and by taking in addition such subjects of Part I as the Commissioner of Education may determine.

The examination for a Second or a First Class Diploma may be taken either at the one examination or at two examinations in different years. If in different years the examination in Part I shall be taken before that in Part II.

Third Class. -- Part I. -- Reading, spelling, composition, (essay), history, physical geography, algebra, geometry, physical science, botany, drawing.

Part II. -- Literature, spelling, composition and rhetoric, grammar, history, arithmetic and mensuration, algebra, geometry, physical science, bookkeeping.
Second Class. -- Part 1. -- Reading, spelling, composition, and rhetoric, general history, algebra, chemistry.

Part 11. -- Literature, grammar, constitutional history, arithmetic and mensuration, geometry, physical science.

In lieu of either physical science or chemistry a candidate may elect to take the examination in any one of the following, namely: Latin, French, German.

First Class.-- Part 1. -- Reading, composition and rhetoric, English history, algebra, trigonometry, physical science.

Part 11. -- Literature, constitutional history, English language and history of literature, geometry, and one of the following options, namely:

(a) Biology (botany and zoology) and chemistry;

or (b) Latin and French;

or (c) Latin and German;

or (d) French and German.

Clause 7, subsection (3) of the University Course amended by changing "34 per cent." to "35 per cent." and by the omission of the last sentence of the paragraph.

The three last paragraphs under the University Course are amended as follows:

Junior Matriculation.-- Candidates for Junior Matriculation shall take the following subjects as prescribed for the Middle Form of the High School Course of Study, namely: (1) English, (2) history, (3) mathematics, (4) physics or chemistry, (5,6) any two of the following, namely: Latin, Greek, French, German. English includes reading, literature, spelling, composition and rhetoric, and grammar. Of the subjects (5,6) one must be Latin or Greek for Matriculation for Arts; and one must be French or German for Matriculation for Science.

Senior Matriculation.-- Candidates for Senior Matriculation shall take the following subjects as prescribed for the Senior Form of the High School Course of Study, namely: (1) English, (2) history, (3) mathematics, (4) biology or physical science, (5,6) any two of the following, namely: Latin, Greek, French, German. The requirements in English are identical with those required for First Class Diplomas. The foreign languages should be those selected for Junior Matriculation.

Second Year.-- Candidates for Second Year standing shall take the following subjects as prescribed for the Senior Form of the High School course of study, namely: (1) English, (2) Latin, (3) history, (4) mathematics or chemistry, (5) philosophy, (6) any one of the following, namely: Greek, French, German.

NOTE: The above regulation respecting the Second Year shall apply only to July 1st, 1910.
Clause 7, subsection (4) amended as follows:

For instruction in the fundamentals of a business education. This course is intended to cover approximately two years' work and shall be taken up only when the staff, equipment and accommodation are adequate. Provision shall be made by which persons taking the commercial course may receive instruction in such subjects of the General Course as are prescribed for the Junior Form subject to such modifications as may be deemed advisable by the Principal (or Superintendent) and approved by the Commissioner. An examination on the Commercial Course shall be held at the same time as the annual departmental examinations for Teachers' Diplomas. Persons who are successful at the examination shall be granted diplomas certifying thereto.

Clause 9 amended as follows:

The board of trustees of any high school or collegiate institute shall on the recommendation of the Principal (or Superintendent) determine the courses to be taken. It shall be the duty of the board of trustees to make such provision respecting staff, equipment and accommodation as may be required by the Commissioner of Education.

Clause 12, subsection (4) amended as follows:

The Principal of every school having candidates for examination shall before June 30th forward to the Department a confidential report on each candidate, stating: (a) attitude towards work, (b) general standing in each subject, (c) fitness for examination.

Clause 12 subsection (9) amended as follows:

The fees for the several examinations for diplomas shall be as follows:

For Third Class Diplomas (and each part thereof) ........ $ 3.00
For Second Class Diplomas (and each part thereof) ....... 4.00
For First Class Diplomas (and each part thereof) ......... 5.00
For Second Class and Junior Matriculation (if taken at one examination) ........................................ 5.00
For First Class and Senior Matriculation (if taken at one examination) ........................................ 6.00
For Second Year ........................................................ 5.00
For Commercial Diplomas (first examination) .............. 3.00
For Commercial Diplomas (second examination) ............ 5.00
For General Diplomas (Junior Form) ........................... 3.00
For General Diplomas (Middle Form) ........................... 4.00

...
JUNIOR FORM.

Part 1.

Reading.-- Such books as are prescribed annually for supplementary reading and for exercises in composition rather than for intensive study; oral reading.

Writing.-- Correct position and movement; principles of letter formation; writing a legible business hand.

Spelling.-- Work of the seventh and eighth years and the supplementary list in Rice's Rational Spelling Book; words in common use; paragraphs selected from the books prescribed for supplementary reading and from other sources.

Composition.-- At the examination an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing or paragraphing will not be accepted.

History.-- Main facts of Canadian history.
Text: Duncan's Story of the Canadian People.

Physical Geography.-- A general knowledge of the prescribed text. At the examination special stress will be laid upon the following chapters: Vl, Vlll, IX, X, Xlll, XIV, XV, XVI, XVII, XIX, XXI, XXII.
Text: Elementary Physical Geography, Tarr (The Macmillan Co.).

Algebra.-- Elementary work; easy factoring; highest common factor and lowest common multiple; easy fractions.
Text: C. Smith's Elementary Algebra.

Geometry.-- Propositions 1 to 26 in prescribed text; easy deductions.
Text: Todhunter and Loney's Elements of Euclid.
Physical Science.-- Chapters 1 to VIII of the prescribed text omitting Chapters III and IV.

Botany.-- As in prescribed text omitting chapters XIV, XIX, XX, XXI, XXII, XXIII. Chapters VI and XII may be read in a general way in connection with the subject. Plants belonging to the orders Ranunculaceae, Cruciferae, Leguminosae, Rosaceae and Liliaceae should be studied according to plan outlined in Chapter XIV. Recognition and classification of the more common weeds of Saskatchewan. Field work is essential.
Text: Hergen's Foundations of Botany with Key and Flora.

Drawing.-- Representation, construction and decoration.
Text: Prang's New Graded Course in Drawing for Canadian Schools, Books 1, I, III, IV and V. (W. J. Gage and Co.).

Latin.-- Chapters 1 to XXV inclusive in the prescribed text.

French.-- Lessons 1 to XX inclusive in the prescribed text.
Text: High School French Grammar and Reader.

German.-- Lessons 1 to XV inclusive in the prescribed text.
Text: High School German Grammar and Reader.

Greek.-- Lessons 1 to XXV inclusive in the prescribed text.
Text: The Beginners' Greek Book.

Part II.

Literature.-- A thorough study of the subject matter, structure and language of such selections as are annually prescribed; committing to memory of choice passages of prose and poetry; oral reading.

History.-- Main facts of English history.

English Grammar.-- A general knowledge of the principles of etymology and syntax including the logical structure of the sentence and the inflection and classification of words. Elementary word analysis with the most important prefixes, suffixes, and Latin and Greek root-words.
Note-- The work in grammar in this Form should deal with the general principles and the practical value of the subject. Intensive study should be reserved for later years.
Text: Seath's High School Grammar.

Composition and Rhetoric.-- Oral and written compositions on topics chosen from the course in reading and from other subjects of study. Letter writing; abstracts of lessons studied; correction of common errors in English; instruction in the principles of rhetoric.
Reference text: Syke's Elementary English Composition.
(Copp, Clark Co.).
NOTE.—At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.

Arithmetic and Mensuration.—Chapters 1 to VIII inclusive, XII, XIII (omitting true discount, stocks and shares), XIV, XVI and XVIII, down to and including rectangular solids. Problems based on these chapters.

Algebra.—Elementary work; factoring; highest common factor and least common multiple; fractions; simple equations of one, two and three unknown quantities; square root, cube root.

Geometry.—Book 1 of prescribed text; easy deductions.
Text: Todhunter and Loney's Elements of Euclid.

Physical Science.—Chapters 1 to XI inclusive of the prescribed text omitting chapters III and IV.

Bookkeeping.—Single entry and double entry; use of journal, day-book, cash book, bill book and ledger; receipts, promissory notes, drafts, orders, due bills, deposit slips, cheques, bills, invoices, accounts; indorsement and acceptance.
NOTE.—At least two sets of double entry and one of single entry of about ten pages each should be worked out by each pupil.
Text: Dickenson and Young's Commercial Course in Bookkeeping.

Latin.—Chapters 1 to L inclusive in the prescribed text.

French.—Part 1 of the prescribed text; selections 3, 8, 10, 21 of the Reader.
Text: High School French Grammar and Reader.

German.—Lessons 1 to XXV of the prescribed text; selections 1, III, VIII, XIV of the Reader.
Text: High School German Grammar and Reader.

Greek.—Lessons 1 to L inclusive of the prescribed text.
Text: The Beginners' Greek Book.

MIDDLE FORM.

Reading.—Such books as are prescribed annually for supplementary reading and for exercises in composition rather than for intensive study; oral reading.

Spelling.—Words in common use; paragraphs selected from the books prescribed for supplementary reading and from other sources.

English Composition and Rhetoric.—Correspondence --
business and social. Short compositions based chiefly on subjects chosen from the books prescribed for reading. Study and criticism of prose models. Instruction in the fundamental principles of rhetoric. Class debates.

NOTE.-- At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.

Text: Barrett Wendell's English Composition (Copp, Clark Co.).

Literature.-- A thorough study of the subject matter, structure and language of such selections as are annually prescribed; committing to memory of choice passages in prose and poetry; oral reading.

English Grammar.-- Course in Junior Form continued.

Text: Seath's High School Grammar.

History.-- (a) General history-- Part 1, Sections 1, II, III of Myers' General History.
(b) Constitutional history-- Bourinot's "How Canada is Governed."

Arithmetic and Mensuration.-- Chapters XII to XVIII inclusive, with problems based thereon.


Algebra.-- Course in Junior Form continued. Indices; surds; quadratics of one and two unknown quantities; relation between their roots and coefficients.


Text: Todhunter and Loney's Elements of Euclid.

Physics.-- Heat: Nature and sources of heat; thermometers; maximum density of water; relation between volume and the temperature of a gas (Charles' Law); absolute temperature; change of state; latent heat; specific heat; mechanical equivalents of heat; transmission of heat; simple problems.

Electricity; Magnetism, laws of magnetic attraction and repulsion, phenomena and theories of magnetic induction, inclination and declination of the compass; chemical effects of the electric current, electrolysis of dilute acids and metallic salts, electroplating, electrotyping; storage cells; voltameters and principle of their use; current induction and its general laws; transformer; induction coil; direct current dynamo; telephone; motor; simple notions of potential; Ohm's Law; shunts; electrical units; astatic and tangent galvanometers; rheostat, experimental determination of current strength, resistance, electromotive force; best arrangement of electrical generators under given conditions, the joule and the watt.

Sound: Caused by vibrations; illustrations of vibrations, pendulums, rods, strings, membranes, manometric flames, plates, columns of air; propagated by waves; its velocity; determination of velocity; pitch; standard forks, acoustic C--vi2, musical A--870; intervals; harmonic scale; diatonic scale; equally tempered scale, vibration of air in open and closed tubes, with wavelength; resonators; nodes and loops; vibrations of strings and wires; reflection of sound.
Light: Rectilinear propagation; image through a pin-hole; beam; pencil; photometry; shadow and grease-spot photometers; reflection and scattering of light; laws of reflection; images in plane mirrors; multiple images in inclined mirrors; concave and convex mirrors; drawing images; refraction; laws and index of refraction; total reflection; path through a prism; lenses; drawing image produced by a lens; simple microscope; dispersion and colour; spectrum; recomposition of white light.


Chemistry.-- Experimental illustrations of the most important properties of hydrogen, chlorine, oxygen, sulphur, nitrogen, carbon and their chief compounds, especially those of economic and industrial importance; mixtures, solutions, chemical compounds, elements; nomenclature; laws of chemical combination; combining weights, chemical formulae and equations, with easy numerical examples.

Text: **High School Chemistry**, rev. ed. (Copp, Clark Co.).

Latin.-- Study of the prescribed text; sight translation of easy passages to which special importance will be attached; translation into Latin of easy English sentences to illustrate Latin accidence and common rules of Latin syntax; grammar.

Texts: Caesar's *Bellum Gallicum*, Book IV, Chaps. 20-38, and Book V, Chaps. 1 to 23; Virgil's *Aeneid*, Book 11, vv. 1 to 505.

Two papers will be set: (1) one on grammar, prose and sight translation, (2) one on texts prescribed.

French.-- Careful study of the prescribed texts; sight translation of easy passages from modern French authors; grammar; composition.

Texts: (1) Selections 1 to 21 in the **High School French Grammar and Reader**.

(2) Such other text or texts as may be prescribed annually by the Department.

Two papers will be set: (1) one on grammar, composition and sight translation, (2) one on the prescribed texts.

German.-- Careful study of the prescribed texts; sight translation of easy passages from modern German authors; grammar; and composition.

Texts: (1) Selections 1 to XXI in the **High School German Grammar and Reader**.

(2) Such other text or texts as may be prescribed annually by the Department.

Two papers will be set: (1) one on grammar, composition and sight translation, (2) one on the prescribed texts.

Greek.-- Translation into English of easy passages from the prescribed texts, with questions thereon; translation at sight of simple narrative passages similar to the Xenophon prescribed; questions on Greek accidence and on common rules of Greek syntax.

Texts: Selections from Xenophon, Anabasis 1, in White's **Beginner's Greek Book** and **Anabasis II**.

Two papers will be set: (1) one on grammar, composition and sight translation, (2) one on the prescribed texts.
SENIOR FORM.

Reading.-- Such books as are prescribed annually for supplementary reading and for exercises in composition rather than for intensive study; oral reading.

English Composition and Rhetoric.-- Writing and criticism of essays based upon subjects selected from the course prescribed in reading. Critical study of prose models. Class debates.
Text: Genung’s Practical Rhetoric.
NOTE.—At the examination in rhetoric and composition for diplomas an essay will be required to which special importance will be attached. Work palpably defective in spelling, writing and paragraphing will not be accepted.

English Literature.-- A careful and appreciative study of such selections in prose and poetry as are prescribed annually by the Department. Supplementary reading from books in the library. Committing to memory and recitation of choice passages in prose and poetry. Practice in oral reading.

English Language and History of Literature.-- A general history of the English language; influence of foreign tongues. Different dialects; changes introduced in the different periods. An outline study of the history and development of English literature.
Texts: Lounsbury’s English Language, Part I. Halleck’s History of English Literature.

Texts: Green’s Short History of the English People, chapters VIII, IX and X. Bagehot’s English Constitution.

Algebra.-- Work of the Middle Form continued. Cube root; quadratic equations; ratios and proportion; variations and progressions; binomial theorem; scales of notation; permutations and combinations.
Text: C. Smith’s Elementary Algebra.

Geometry.-- Books I, II, III, IV and V; definitions of Book V; deductions.
Text: Todhunter and Loney’s Elements of Euclid.

Trigonometry.-- Trigonometrical ratios with their relations to one another; sines, etc.; of the sum and difference of angles with deduced formulae; use of logarithms; solution of triangles; radii of circumscribed, inscribed and escribed circles.
Text: Hall and Knight’s Trigonometry and Tables.

Physics.-- As in the prescribed text.
Text: High School Physical Science, Part II (rev. ed.).

Chemistry.-- Reactions, rates of reaction, reversible reactions, chemical equilibrium. The practical study of the following elements with their most characteristic compounds, having regard to Mendelejeff’s classification of the elements, and some of the most important economic and industrial applica-
ions; hydrogen, sodium, potassium, magnesium, zinc, calcium, strontium, barium, boron, aluminium, carbon, silicon, tin, lead, nitrogen, phosphorus, arsenic, antimony, bismuth, oxygen, sulphur, fluorine, chlorine, bromine, iodine, manganese, iron, copper, nickel.

Reference text: Remsen's College Chemistry.

Biology.-- Elements of Zoology:
Vertebrate Types:-- 1. The fish: Any one of the common fresh water fishes may be employed for the purpose; special attention should be given to the organs of locomotion, circulation, respiration.
   2. The frog: Comparison with the fish as to the organs above mentioned.
   3. The reptile: A study of the external form of a turtle and a snake, and comparison of both with a lizard.
   4. The bird: Special attention should be given to the plumage, the bill and feet, and to the modifications of the skeletal, muscular and respiratory systems in connection with aerial life.
   5. The mammal: Characteristics of the chief domesticated and wild mammals of Saskatchewan are to be studied as well as the main facts of internal structure of one of the smaller forms (e.g., the rabbit). Comparison of the teeth and feet of the pig, horse, sheep, rabbit, dog, mole, bat.

Invertebrate types: 1. Study of the crayfish as a type of the arthropods. Comparison of the external form of the crayfish with an insect (e.g.) grasshopper, cricket, or cockroach, also with a millipede and a spider.
   2. Unsegmented and segmented worms.
   3. Fresh water mussel and snail.
   4. A fresh water unicellular animal such as an Amoeba or Paramoecium.

The natural habits of the various animals studied.
Elements of zoological classification based on forms studied.

2. Elements of Botany: Study of the representatives of the flowering plants of the locality in which the school is situated. An elementary knowledge of the following topics:
   Comparison of the various organs of flowering plants:-- roots, stems, leaves, hairs and parts of the flower. Reproduction, pollination, fertilisation and the nature of fruits and seeds.
   Structure of representatives of the chief subdivisions of cryptograms such as a fern, a lycopod, a horsetail, a liverwort, a lichen, a moss, a mushroom and a chara.
   Microscopic structure of plants.
   Principles of classification.
   Vegetable physiology, especially of nutrition, growth, and movement.
   Relations to environment.

Latin.-- Work of the Middle Form continued. Special study of such texts as are annually prescribed by the Department.
Greek.-- Work of the Middle Form continued. Special study of such texts as are annually prescribed by the Department.

1910-- Texts: Herodotus, Tales, ed. Farnell XI--XX inclusive; Homer, Odyssey, i; Lucian, Charon; Lysias, Contra Eratosthenem.

French.-- Work of the Middle Form continued. Special study of such texts as are annually prescribed by the Department.


German.-- Work of the Middle Form continued. Special study of such texts as are annually prescribed by the Department.

1910-- Texts: Hauff, Das kalte Herz; Baumbach, Der Schwiegersogn; Elz, Er ist nicht eifersuchlig; Wichert, Post Festum.

SECOND YEAR (University).

English.-- (1) Critical reading of the following:
1910-- Shakespeare, Hamlet. (One paper of three hours.)
(2) Prose literature, rhetoric and composition. The following are prescribed:
1910-- Stopford Brooke's Primer of English Literature;
Modern English Prose, Carpenter and Brewster, pages 215-329. (The Macmillan Company.)
This examination will include an essay to be composed on one of a number of assigned subjects which will be based on the prescribed prose selections. (One paper of three hours.)

Philosophy.-- (1) Logic: Creighton, Introduction and Part I; or Russo.
(2) Ethics: Janet, Elements of Morals.

Latin.-- (1) Authors--1910: Horace, Epistles 1, omitting 3, 5, 8, 9, 17, 18 (Shuckburgh, Pitt Press Series); Livy, Book XXII.
(2) Grammar: Bennett, with special reference to Part V and VI.
Composition: Bradley-Arnold's Latin Prose Composition (completed). Continuous Prose.
Sight translation.

History.-- Botsford's History of Greece (Morang and Co., Toronto).

Greek.-- (1) Authors--1910: Euripides, Hecuba (Heberden, Clarendon Press); Homer, Iliad 111 (Monro, Clarendon Press); Plato, Laches (Tatham, Macmillan and Co.).
(2) Grammar: Goodwin's Greek Grammar, with special reference to Parts III-V.
Composition: Sidgwick's Greek Prose, Part 1; sight translation.

French.-- (1) Grammar and composition, dictation and sight translation.
(2) An examination prescribed texts:
1910: La Fontaine, Fables, Books IX--XI inclusive; De Vigny, La Canne de Jonc (Heath); Cremaize and Frechette, Poems in Les Fleurs de la Poesie Canadienne.
German.—(1) Grammar and composition, dictation and sight translation. High School German Grammar.

(2) An examination on the prescribed texts:
1910: Heine, Die Hartzreise, with lyrical selections (Ginn and Co.); Schiller, Die Jungfrau von Orleans (Holt and Co.).

Mathematics.—(1) Solid Geometry: Hall and Steven's School Geometry, Part VI.
Analytical Geometry: Baker's Analytical Geometry, chapters 6-9 inclusive.
(2) Algebra: Hall and Knight's Higher Algebra, chapters 1, 2, 3, 6, 8, 9, 10, 12, 13, 14, 17, 18.
Trigonometry: Hall and Knight's Plane Trigonometry (fourth edition or later editions), chapters 19-23 inclusive.
Two papers shall be set -- one on Geometry and one on Algebra and Trigonometry.

Chemistry.—Physical and chemical change; causes and conditions of chemical change; simple and compound substances; indestructibility of matter; laws of chemical combinations; the atomic theory; atoms and molecules; Avogadro's hypothesis; equivalents; atomic and molecular weights; valency; symbols, formulae and equations; calculation of volumes and weights; acids, bases, and salts; electrolysis; solution; diffusion; dissociation; spectrum analysis; the periodic law; alloys.
The preparation and properties of the following elements and their more important compounds:
Hydrogen; sodium, potassium; magnesium; calcium, strontium, barium, boron, aluminium, carbon, silicon, tin, lead; nitrogen, phosphorus, arsenic, antimony, bismuth; oxygen, sulphur; fluorine, chlorine, bromine, iodine; chromium, manganese; iron, cobalt, nickel; zinc, cadmium, mercury; copper, silver, gold; platinum.
Text-book recommended: General Chemistry for Colleges. Smith (The Century Co.).

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COMMERCIAL COURSE.

( Same as 1907)

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SPECIAL AGRICULTURAL COURSE.

( Same as 1907)

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APPENDIX L

COMMERCIAL COURSE

FOR HIGH SCHOOLS AND COLLEGIATE INSTITUTES, 1911

First Year

Bookkeeping and Business Papers—Simple business forms; receipts, promissory notes, drafts, orders, deposit slips, cheques, bank drafts, bills of goods, invoices, accounts, indorsements and consequent liability.

Double and single entry, involving the use of journal, cash book, invoice book, sales books, bill book, ledger, balance sheet and statements:

1. Total Resources .. .. .. =
   Total Liabilities .. .. .. =

   Present Worth .. .. .. = difference

2. Total Gains .. .. .. =
   Total Losses .. .. .. =

   Net gain or loss .. .. .. = difference

3. Net Investment .. .. .. =
   Net Gain .. .. .. =

   Present Worth .. .. .. = sum

Closing the books; single ownership and partnership sets. Changing from single to double entry.

Shorthand—Pages 1-77 of Isaac Pitman's Shorthand, Canadian edition (No speed limit will be required.)

Typewriting—The touch method; letter-writing; addressing envelopes; speed 20 words a minute.

Commercial Arithmetic—Review of decimals and elementary mensuration, percentage, simple and compound interest, taxes, insurance, commission, duties, trade discount, stocks, etc.

Rapid Calculation—Correctness and rapidity in addition, subtraction, multiplication and division.

Second Year.

Bookkeeping—Use of special columns in books of original entry. Partnership and the sharing of profits by different methods. Commission business; trading accounts and cooperative statements; simple joint stock company accounts; practical treatment of freight, duties, discounts, bad debts.

General Commercial Law—Different kinds of contracts, negotiable paper, statute of frauds, statute of limitations,
partnership.

**Shorthand**--Speed of 80 words per minute. Transcription on the typewriter at 15 words per minute.

**Typewriting**--The touch method; letter-writing; addressing envelopes and postcards. Speed of 30 words per minute.

**Commercial Arithmetic**--Trade discounts; banking questions; analysis of trading accounts and profit and loss accounts; compound interest and partnership problems.

**Economics**--A general outline including the elements of production, land, labour, capital, organization for production of labour, of capital; distribution of the product as wages, interest, profits and rent.

**Accounting**--Simple auditing, cost accounting, goodwill, depreciation, reserve, manufacturing accounts, partnership adjustments, self-balancing ledgers, analysis sheets for expense and for departments.
APPENDIX M

MANUAL TRAINING, HOUSEHOLD SCIENCE, AND PHYSICAL TRAINING COURSES
IN HIGH SCHOOLS AND COLLEGIATE INSTITUTES, 1913

Manual Training

Manual Training for Senior Grades of Public Schools and for
Junior Form of High Schools and Collegiate Institutes

Grade VII

Bench woodwork from mechanical drawings.
Simple metal work.

Grade VIII

Woodwork, including finishing.
Wood turning--spindle and face plate.
Simple metal work.

Junior Form

Course in Grades VII and VIII continued.
Modelling.
Mechanical drawing--geometrical, architectural, machine.
Cabinet making and wood turning.
Metal work--sheet, bench, forge, lathe.

Household Science

Junior Form.

Part I

Course for public school reviewed.
Sewing--Elementary stitches; sewing on buttons, hooks, tapes; darning and mending; hemming, running, besting; making bags, potholders, towels, cuffs, etc.
Cookery--Methods of cooking, boiling, simmering, steeping, steaming, broiling, frying, baking. Care of kitchen utensils; dishwashing; disposal of waste.

Part II

Hand Sewing--Advanced stitches applied to small garments; hemmed patch, fine mending, making and working button holes.
Teaching use of patterns. Making underwear. Cutting out and making simple garments.


Physical Training

The main object of physical training is the symmetrical development of the body and the correction of physical defects by attention to movement and to positions assumed in standing and sitting; also to cultivate a habit of prompt obedience to the will.

It includes drill, calisthenics and gymnastics. In high schools and collegiate institutes having a gymnasium short lessons should be given at least twice a week. In high schools and collegiate institutes having no gymnasium, drill and calisthenics should be taken as often as the adequacy of the staff and weather conditions permit.

By reason of the difference in accommodation and equipment in different schools the exercises will naturally vary somewhat. They should, however, be made suitable in character and frequency to the age and condition of the individual pupils. Prevailing defects should be studied and directions for correction given. School games and sports should receive every encouragement alike from teachers and boards of trustees.

Pupils should be exempted from the exercises only by reason of physical disability, or for other reasons satisfactory to the Principal. As far as possible the sexes shall receive separate training.

Note---The Syllabus of Physical Exercises for Public Elementary Schools shall form the basis of the work to be taken.
TEACHERS' NON-PROFESSIONAL TRAINING COURSE

SUBJECTS OF EXAMINATION

1886

First Class

The subjects of examination for first class certificates shall be as follows:

Reading: To be able to read intelligently and expressively any extract in prose or verse.

Spelling: To be able to write correctly from dictation an extract from any author; the papers written on the other subjects must also be free from orthographical errors.

Writing: To be throughly acquainted with the principles of penmanship and to be able to write a good running hand.

English Literature: To have a general acquaintance with English Literature and its history, and to be able to give a critical analysis of a play from Shakespeare, or a work of some other author assigned for examination from time to time by the Board.

Grammar: To be thoroughly acquainted with the origin and construction of the English language and to show familiarity with its correct use in speaking and writing.

Composition: In addition to the work for second class, to show, by passing an examination on this subject and by the character of their answers on other subjects, an acquaintance with the rules of Rhetoric and a habit of writing English with clearness, force and taste.

Geography: To have a thorough knowledge of the mathematical, physical and political geography of the world.

History: As for second class, together with Green's Shorter History of the English People.

Bookkeeping: To be acquainted with single and double entry.

Arithmetic and Mensuration: To have a thorough knowledge of Arithmetic and the mensuration of surfaces and solids.

Algebra: To the Binomial Theorem, inclusive, in Todhunter's large Algebra.

Euclid: Books 1, 11, 111, 1V and VI and the definitions of Books V, with deductions.
Statics, Hydrostatics and Physics: As contained in the prescribed text books.

Physiology and Hygiene: As for second class, with a knowledge of the brain and the nervous system.

Chemistry and Botany: As contained in the prescribed test books.

Books prescribed and recommended for the use of candidates for first class certificates:

Spalding's History of English Literature; Mason's English Grammar; Bain's Rhetoric and Composition; Green's Shorter History of the English People; Withrow's Canadian History; Kirkland's Elementary Statics; Hamblin Smith's Elementary Hydrostatics; Balfour Stewart's Elementary Physics; Gray's How Plants Grow; Huxley's Elementary Physiology; Buckton's Health in the House; Roscoe's Elementary Chemistry; Todhunter's Algebra; McLellan's Teachers Handbook of Algebra; Page's Physical Geography; Potts' Euclid.


Literature Francaise et Anglaise; Grammaire Francaise de l'Academie; Rhetorique et Composition; Histoire d'Angleterre (Drouin); Histoire du Canada (Garneau); Elements de Physique Elements de Botanique (Provancher); Algebre, Geometrie et Trigonometrie, Arithmetique en toutes ses parties (Freres des Ecoles Chretiennes); Analyse Grammaticale et logique; Termes des Livres en partie double et en partie simple; Geographie mathematique, physique et politique (Holmes); Histoire Sainte; Catechisme de Perseverance.

Second Class

The subjects of examination for second class certificates shall be as follows:--

Reading: As for first class.

Spelling: As for first class.

Writing: As for first class.

English Literature: To be acquainted with the outlines of the history of English Literature and to be familiar with the work or works of some English author, assigned from time to time for special preparation.

Grammar: To be acquainted with grammatical forms and the rules of Syntax, and their correct application to the use of language in speaking and writing.
Composition: In addition to the work for Third Class, to show by the composition of Abstracts, Paraphrases or Essays an acquaintance with the rules of punctuation, and a fair mastery of the art of writing good English.

Geography: Mathematical, physical and political.

History: To be thoroughly acquainted with the history of England and Canada.

Bookkeeping: By single and double entry.

Arithmetic: A thorough acquaintance with the subject.

Algebra: To the end of Quadratic Equations.

Euclid: Books I and II with deductions.

Physiology and Hygiene: To be acquainted with the processes of digestion, circulation and respiration and to be familiar with the ordinary laws of health.

Books prescribed and recommended for the use of candidates for second class certificates.

Stopford Brooke's English Literature; Mason's Outlines of English Grammar; Abbott's How to Write Clearly; Huxley's Elementary Physiology; Catharine Buckton's Health in the House; Page's Physical Geography; Collier's History of the British Empire; Jeffers' History of Canada; Beatty & Clare's Bookkeeping; Todhunter's Algebra for Beginners; Potts' Euclid.


Books for French Candidates:

Lecture raisonee; Grammaire; Geographie, Elements d'Algebre, Elements de Geometrie (Freres des Ecoles Chretiennes), Histoire d'Angleterre (Drouin), Histoire Sainte (Drouin), Histoire du Canada (Garneau), Catechisme de Perseverance.

Third Class

The subjects of examination for third class certificates shall be as follows:

Reading: To be able to read any passage selected from the authorized reading books intelligently and expressively.

Spelling: To be able to write correctly any passage that may be dictated from the authorized readers.
Writing: To be able to write legibly and neatly.

Grammar: To be acquainted with the elements of English Grammar, and to be able to analyze and parse any ordinary prose sentence.

Composition: To be acquainted with the construction of sentences, the rendering of poetry into prose, the forms of business and general correspondence, and the writing of themes.

Geography: To be acquainted with the general geography of the World, and of America and Europe in particular; and to have a good general knowledge of the form and motions of the earth, and their connection with climate, the seasons and the divisions of time.

History: To have a good general knowledge of the history of England and Canada.

Arithmetic: To be thoroughly acquainted with the subject as far as percentage, including interest and discount.

Books prescribed and recommended for study by candidates for third class certificates.

Mason's Outlines of English Grammar; Morrison's English Composition; Campbell's Geography; Collier's School History of the British Empire; Jeffers' History of Canada (primer); Hughes' Topical Histories of England and Canada; Hamblin Smith's Arithmetic.


Books for French Candidates.

Livres de Lecture 1er, 2nd, 3e, 4e et 5e (J. B. Rolland, Montreal); Grammaire Francaise et Analyse (Freres des Ecoles Chretiennes); Exercices Orthographiques, Grammaires avec exercises, Geographie Primaire (Freres des Ecoles Chretiennes); Arithmetique (F. X. Touissant); Histoire Sainte (Drouin); Histoire du Canada (Laverdiere); Ecriture.
TEACHERS' NON-PROFESSIONAL TRAINING COURSE

SUBJECTS OF EXAMINATION

1895

Third Class

1. Reading:--The principles of orthoepy and elocution; oral reading.
   Text-book:--The introductory chapters in the Readers.

2. Spelling and Writing:--Judged on all papers.

3. English Grammar:--Etymology and syntax; exercises.
   Text-book:--The Public School Grammar.

4. Composition and Prose Literature:--(a) The structure of sentences and paragraphs; expansion and contraction of prose passages; synonyms; correction of errors; critical study of the prescribed prose literature in connection with the study of the principles of composition; letter writing; punctuation. (b) An essay, from thirty to sixty lines in length, on one of a number of assigned subjects based upon the prescribed prose literature. This essay will be considered a test of the candidate's power to write English rather than a proof of his knowledge of the subject written upon. Legible writing and correct spelling, punctuation and paragraphing will be regarded as indispensable.
   Text-book:--Welsh's English Composition.

   Tales from Shakespeare--Charles and Mary Lamb: The Tempest; A Midsummer Night's Dream; The Winter's Tale; Much Ado About Nothing; As You Like It; Two Gentlemen of Verona. (No. 64, Riverside Literature Series).

1897:--The Old Manse and a Few Mosses,--Hawthorne. (No. 69, Riverside Literature Series).
   Tales from Shakespeare--Charles and Mary Lamb: The Merchant of Venice; Cymbeline; King Lear; Macbeth; All's Well that Ends Well; The Taming of the Shrew. (No. 65, Riverside Literature Series.)

5. Poetical Literature:--Intelligent comprehension of and familiarity with the prescribed selections; memorisation of the finest passages; oral reading.

Prescribed Selections, 1896--Selections from Tennyson--The Lady of Shalott; Recollections of Arabian Nights;
The Lotos Eaters; Dora; Ulysses; Tithonus; The Lord of Burleigh; The Brook; Ode on the Death of the Duke of Wellington. (Part I of Selections by Rowe and Webb, McMillan's recommended.)

1897:--Selections from Tennyson--Oenone; The Palace of Art; A Dream of Fair Women; Morte d'Arthur; Sir Galahad; The Voyage. (Part II of Selections by Rowe and Webb, McMillan's recommended.)

6. History:--The leading events of Canadian and British History. Text-books:--Buckley and Robertson's High School History.

7. Geography:--The general geography--physical, commercial and mathematical--of the world; geography of Canada and the British Empire more particularly. Text-books:--The High School Geography; Geography of the British Colonies by Dawson and Sutherland, McMillan and Co.

8. Arithmetic and Mensuration:--Pure arithmetic; commercial arithmetic. Text-books:--Hamblin Smith's Arithmetic to the end of chap. XXVI; also chaps. XXXIII and XXXIV. For Mensuration, consult Hill's Lessons in Geometry, Chaps. VII to IX inclusive.


11. Bookkeeping:--McLean's High School Bookkeeping, chaps. 1 to V inclusive, and chaps. VIII and X.

12. Botany:--Elements of Structural Botany.

The course in third class botany shall be entirely practical and descriptive, and cover the following: The flower, its parts, their functions and relations as observed in the actual study of specimens of the following orders: Ranunculaceae, Cruciferae, Leguminosae and Rosaceae. The classification of members of these orders as to their genera, (Spotton's Botany being the limit.) The leaf in vernation, venation, phyllotaxis, surface, margin, outline, base, apex and function. Inflorescence--determinate and indeterminate aestivation. The simple study of fruits and their classification--as apocarpous and syncarpous, dehiscent and indehiscent. The simple study of the root and stem, with drawings of cross sections and branch systems. Pollination, fertilization and the development of the seed from the ovule.
The study of hairs, tendrils, runners and such modification of parts.

Germination, illustrating the growth of the seed and conditions. Plant food, assimilation, respiration and transpiration. Simple drawings of all the parts.

A plant shall be submitted at the examination, not necessarily for purposes of identification but as a means of testing the candidate's practical knowledge of this subject.

Text-book: Spotton's *High School Botany*.


   Text-book: *Ontario Public School Agriculture*, chaps. 1 to XII inclusive.


Second Class

1. **Reading**: The principles of elocution; oral reading.

2. **Spelling and Writing**: Judged on all papers.


4. **Composition and Prose Literature**: (a) The structure of sentences and paragraphs, expansion and contraction of prose passages, choice of words, figures of speech, punctuation, critical study of the prescribed prose literature in connection with the study of the principles of composition, rhetorical analysis of passages from prose authors not prescribed. (b) An essay, about sixty lines in length, on one of a number of assigned subjects based upon the prescribed prose literature. (See Third Class.)
   Text-book: Genung's *Outlines of Rhetoric* (Ginn & Co., Boston.)

Prose literature, 1896—Scott's *Ivanhoe*. Prose literature, 1897....

5. **Poetical Literature**: Intelligent and appreciative comprehension of and familiarity with the prescribed selections; memorisation of the finest passages; oral reading.
Selections for 1896.

Coleridge:--The Ancient Mariner.

The following selections from Palgrave's Golden Treasury:--

Wordsworth:--The Education of Nature, A Lesson, To the Sky Lark, To the Daisy, and the following Sonnets:--To a Distant Friend, O, Friend! I know not which way I must look, Milton! thou should'st be living at this hour, To Sleep, Within King's College Chapel.


Coleridge:--Youth and Age.

Selections for 1897.

Goldsmith:--The Traveller, The Deserted Village.
Byron:--Fourth Canto of Childe Harold.

The following selections from Palgrave's Golden Treasury:--

Wordsworth:--She was a Phantom of Delight, The Green Linnet, To the Cuckoo, and the following Sonnets:--England and Switzerland, Upon Westminster Bridge, The Inner Vision.

Keats:--Ode to Autumn, Ode to a Nightingale, and the following Sonnets:--On Chapman's Homer, The Terror of Death, The Human Seasons.

Shelley:--Ozymandias, To a Skylark, The Recollection.
Scott:--The Outlaw, Jock o'Hazeldene, The Rover, Rosabelle.

6. History:--(a) British and Canadian History. (b) General History.

Text-books:--Buckley & Robertson's High School History. Swinton's Outlines of the World's History, Sections I, II and III.

7. Geography:--The general geography of the world, commercial and physical geography of America and Europe. Geography of the British Empire.

Text-books:--The High School Geography; Geography of
   Text-books:—Hamblin Smith's *Arithmetic*. For Mensuration refer to Thompson, Ballard and McKay's *High School Arithmetic*—Ontario series.

9. Algebra:—Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factors, lowest common multiples, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

    Text-book:—McKay's *Elements of Euclid*.

11. Bookkeeping:—As for Third Class. (Candidates for Second Class who have passed the Third Class examination since 1st January, 1893, are not required to take this subject.)

    Text-books:—Gage's *Introduction to Physical Science*.
    (Ginn & Co.)

13. Agriculture:—The *Public School Agriculture*.

14. Botany:—As for Third Class.

First Class

1. Spelling and Writing:—Judged on all papers.

2. The English Language.

3. Rhetoric and Composition:—(a) Style; invention; the reading of prescribed prose selections in connection with the study of rhetoric. (b) An essay about sixty lines in length on one of a number of assigned subjects based upon the prescribed prose selections. (See Third Class.)
   Text-book:—Genung's *Practical Elements of Rhetoric*.
   (Ginn and Co.)


The following selections from Palgrave's Golden Treasury: Milton:--L'Allegro, II Penseroso, Lycidas, Ode on the Morning of Christ's Nativity, The Hymn, Sonnets:--On His Blindness, When the Assault was Intended to the City, To Cyriack Skinner.

5. History.

Swinton.--Outlines of the World's History--(American Book Company.)
Baggehot.--The English Constitution--(Kegan, Paul, Trench and Co.)
Bourinot.--Constitutional History of Canada--(Dawson Bros., Montreal.)

6. Geography.--The Eclectic Physical Geography. (American Book Company.)


8. Geometry.--Books 1, 11, 111, IV; definitions of Book V; propositions 1, 2, 3, A, 4, 33 of Book VI; deductions.
Text-book:--McKay or Todhunter.

9. Trigonometry.--Up to and inclusive of the solution of plane triangles.
Text-book:--Hamblin Smith.

10. Chemistry.
Text-book:--Kirkland's Experimental Chemistry. (Gage & Co.)

Text-book:--Spotton's High School Botany.

12. Physics.--The Elements of Physics.
Text-book:--Gage's Introduction to Physical Science.
APPENDIX P

TEACHERS' NON-PROFESSIONAL TRAINING COURSE

SUBJECTS OF EXAMINATION:

1900

Third Class

1. Spelling and Writing:—Judged on all papers.


3. Composition:—Short compositions on not more than three subjects based upon the selections in literature. It is not the extent of the candidate's knowledge about the selected subjects so much as his ability to say a few things about them in a simple, clear and orderly way, that is the test. Legible writing and correct spelling, punctuation and paragraphing will be regarded as indispensable.

4. Prose Literature:—The prescribed work is to be studied with reference to—

   (a) Content: Outline of story, characters and leading events, pictures of life and manners, central idea and purpose of story.

   (b) Method: (1) Structure of the plot; relation of characters and events to plot and purpose; climax; unity and coherence of details; how interest is sustained. (2) Mode of telling the story—By descriptions, direct or indirect narration, reflections, analyses of characters, motives and events.

   (c) Language: General characteristics of the author's style.

   (d) Place: Place of the work in literary history, circumstances of production, outline of the life of the author. All details are to be considered not as ends in themselves but as means to a comprehension of the whole.

   Prescribed work, 1901: Scott's Ivanhoe.


5. Poetical Literature:—Intelligent comprehension of and familiarity with the prescribed selections; memorization of the finest passages; oral reading.

   Prescribed selections, 1901: Longfellow—Evangeline, A Psalm of Life, Wreck of the Hesperus, The Day is Done,

Wordsworth (Palgrave's Golden Treasury of Songs and Lyrics)—The Education of Nature, (Three Years She Grew,) She was a Phantom of Delight, A Lesson, (There is a Flower, the Lesser Celandine,) To the Skylark, The Green Linnet, To the Cuckoo, To the Daisy, and the following sonnets: To a Distant Friend, (Why Art Thou Silent,) England and Switzerland, (Two Voices are There,) Milton! Thou Should'st be Living at this Hour, Westminster Bridge, The Inner Vision, (Most Sweet it is with Unuplifted Eyes,) O Friend! I know Not Which Way I Must Look, To Sleep, Within King's College Chapel.

6. History.--The leading events of Canadian and British History.
   Text-books—Clement's History of Canada; Buckley and Robertson's High School History.

7. Geography.—The general geography—physical, commercial and mathematical—of the world; geography of Canada and the British Empire more particularly.
   Text-books—The New Canadian Geography—North-West edition; Geography of the British Colonies by Dawson and Sutherland, McMillan and Co.

8. Arithmetic and Mensuration.—Pure arithmetic; commercial arithmetic.
   Text-books—Hamblin Smith's Arithmetic to the end of chapter XXVI; also chapters XXXIII and XXXIV. For mensuration consult Hill's Lessons in Geometry, chapters VII to IX inclusive.

9. Algebra.—Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factors, H.C.F., L.C.M.


11. Bookkeeping.—McLean's High School Bookkeeping, chapters I to V inclusive, and chapters VII to X.

12. Botany and Agriculture.—Elements of structural botany.
   The course in third class botany shall be practical and descriptive, deal with plant functions and life relations, and cover the following—
   The flower—its parts, their functions and relations as observed in the actual study of specimens of the following orders: Ranunculaceae, cruciferae, leguminosae, rosaceae and
liliaceae.
The classification of members of these orders as to their genera.
The leaf in vernation, venation, phyllotaxis, surface, margin, outline, base, apex and function.
Aestivation--foliage buds, flower buds.
Inflorescence--determinate and indeterminate.
Flower--perfectness, completeness, symmetry, regularity.
The simple study of fruits and their classification as apocarpous and syncarpous, dehiscent and indehiscent.
The simple study of the root and stem, with drawings of cross sections and branch systems.
Pollination, fertilization and the development of the seed from the ovule.
The study of modified branches, stems, leaves and flowers.
Germination, illustrating the growth of the seed and conditions.
Nutrition--food, digestion, assimilation, respiration and transpiration.
A plant shall be submitted at the examination, not necessarily for purposes of identification, but as a means of testing the candidate's practical knowledge of this subject. Simple drawings may be required.
Agriculture.--Definitions, plants, soils, tillage, crops, weeds, insects, birds.
Text-book--The First Principles of Agriculture, (Mills and Shaw) chapters 1 to XII inclusive.

13. Physics.--The course in this subject shall cover the following:--
(a) Metric and English systems of measures.
(b) Matter: Solid, fluid (liquid, gas), constitution of matter.
(c) Properties and laws of solids: Hardness, ductility, malleability, plasticity, cohesion, adhesion, elasticity, structure (crystalline and amorphous).
(d) Properties and laws of liquids: Fluidity, viscosity, cohesion, adhesion, capillary phenomena, surface tension, transmission of pressure by fluids, pressure due to weight, surface of a liquid at rest under the action of gravity, buoyancy.
(e) Properties and laws of gases: Pressure due to weight, expansion force (tension or elastic force); buoyancy, measurements of the pressure of the atmosphere, barometer, compressibility, Boyle's or Mariotte's Law.
(f) Construction and action of the following instruments and machines: Air pump (common and Sprengel), condenser, common pump, force pump, siphon, hydrostatic press.
(g) Specific gravity and density of a solid, liquid and gas.
(h) Relative motion and absolute rest.
Force: Definition, recognition, manifestations, measurement, stress, action, reaction, molar and molecular forces, moment of a force, unit of force and mass.

(i) Energy: Definition, relation to force, various forms potential and kinetic.

Work: Definitions, relation to energy and force, wasted work, unit, estimation of work done.

(j) Newton's Three Laws of motion and their application to universal gravitation, equilibrium of bodies.

(k) Machines: Uses, advantages, laws, levers, balance, inclined plane, pulleys.


(m) Transformation, correlation and conservation of energy.

Text-book—Gage's Introduction to physical science.

14. Drawing:—(1) Representation: Drawing from type solids and objects. (a) The sphere and similar forms natural and artificial as a ball, apple, tomato, lemon, etc. (b) The cube and similar forms as a box, basket, inkstand, etc. (c) The cylinder and similar forms as a pencil, bottle, spool, pint measure, ladder, etc. (d) The type solids bisected—hemisphere, half cube, half cylinder and similar forms.

(2) Object drawing: Sketching in connection with nature study, etc.

(3) Construction: Views, working drawings, designs, patterns.

(4) Decoration: Repetition around a centre, e.g., rosette to cover a surface, along a line, e.g., a border to limit a surface. Historic ornament—simpler forms.

Text-book—The Prang Course in Drawing for Ungraded Schools.


Second Class

1. Spelling and Writing.—Judged on all papers.


3. Composition:—Short compositions on not more than three subjects based upon the selections in literature. It is not the extent of the candidate's knowledge about the selected
subjects so much as his ability to say a few things about them
in a simple, clear and orderly way, that is the test. Legible
writing and correct spelling, punctuation and paragraphing will
be regarded as indispensable.

4. **Prose Literature.**—The prescribed work is to be studied
with reference to—

(a) **Content:** Outline of story, characters and leading
events, pictures of life and manners, central idea and purpose
of story.

(b) **Method:** (1) Structure of the plot, relations of
characters, events and incidents to plot and purpose, climax,
unity and coherence of details, how interest is sustained.
(2) **Mode of telling the story:** By descriptions, direct and in-
direct narration, reflections, analyses of characters, motives
and events.

(c) **Language:** General characterisitics of author's style.
Use of words—Anglo-Saxon or classical, short or long, specific
or generic, characteristic sentence structure, paragraphing,
ources of figures of speech, use of humor, pathos, etc.

(d) **Place:** Place of the work in literary history, circum-
stances of production, outline of the life of the author.
All details are to be considered not as ends in themselves
but as means to a comprehension of the whole.

Prescribed work, 1901: George Eliot's *Silas Marner.*
Riverside Literature Series No. 83.
Recommended for teacher's reference—Edition by
Robert Herrick, in Longman's *English Classics.*

5. **Poetical Literature.**—Intelligent, appreciative com-
prehension of and familiarity with prescribed selections;
memorization of the finest passages, oral reading.

Prescribed selections, 1901: Tennyson.—*Elaine, Lady of
Shalott, St. Agnes' Eve, Sir Galahad, Lotos Eaters, Ulysses,
Crossing the Bar, Early Spring, You Ask me Why, Of Old Sat
Freedom, Love Thou Thy Land, the six interlude songs and Tears,
Idle Tears, in The Princess.*

6. **History.**—(a) **British:** Great Britain from the Revolution
of 1688 to the present, with the outline of the previous
periods of British History.

Text-book—Green's *Short History of the English People.*
(b) **Canadian:** Clement's *History of Canada.*
(c) **General:** Swinton's *Outlines of the World's History*
(Sections 1, 11, 111.)

7. **Geography.**—The commercial and physical geography of America
and Europe. The geography of the British Empire.

Text-books—Geography of the British Colonies by Dawson
and Sutherland. *Elementary Physical Geography* by R. S. Tarr
(McMillan Co.)

8. **Arithmetic and Mensuration.**—Arithmetic in theory and
practice, area and volume of rectilinear figures, circles,
spheres, cylinders, cones.

Text-books--Hamblin Smith's Arithmetic. For mensuration refer to Thompson, Ballard and McKay's High School Arithmetic--Ontario series.

9. **Algebra**.--Definitions, elementary rules, simple equations of one, two and three unknown quantities, problems, factoring, highest common factors, lowest common multiples, fractions, equations with fractions, quadratic equations, simultaneous equations of the second degree, powers and roots, indices, surds.

Text-book--C. Smith's Elementary Algebra, chapters 1 to XX inclusive.

10. **Geometry**.--Euclid, Books I, II and III; deductions.

Text-book--Todhunter and Loney's Euclid.

11. **Bookkeeping**.--As for Third Class. (Candidates for Second Class who have passed the Third Class examination in these Territories since 1st January, 1893, are not required to take this subject.)

12. **Physics**.--The elements of physics.

Text-book--Gage's Introduction to Physical Science. (Ginn and Co.)

13. **Agricultural and Botany**.--Plants, soil, tillage, crops, weeds, insects, birds, feeding, care and management of animals, dairying, cultivation of trees.

Text-books--The First Principles of Agriculture, by Mills and Shaw.

Botany.--Topics as for Third Class.

14. **Drawing**.--Topics as for Third Class.

**First Class**

1. **Spelling and Writing**.--Judged on all papers.

2. **The English Language**.--(a) Grammar and Rhetoric. The High School Grammar, revised edition; Genung's Practical Elements of Rhetoric and the study in connection therewith of the following selections from Genung's Handbook of Rhetorical Analysis: 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 21, 22, 23, 24, 26. One paper.

(b) Lounsbury's English Language, Part I, revised edition and Gummere's Handbook of Poetics, the first six chapters. One paper.

3. **Composition**.--Short compositions on not more than three subjects based upon the selections in literature.
4. Prose Literature.—George Eliot's Silas Marner. (See Second Class.)

5. Poetical Literature.—Shakespeare: Julius Caesar, The Tempest. Milton: L'Allegro, Il Penseroso, Comus, Lycidas, On his being arrived to the age of twenty-three, To the Lord General Fairfax, To the Lord General Cromwell, To Sir Henry Vane the Younger, On his Blindness. (Riverside Literature Series No. 72.) Tennyson: As for Second Class.

6. History.—Swinton: Outlines of the World's History—(American Book Company.)
   Bagehot: The English Constitution—(Kegan, Paul, Trench and Co.)
   Bourinot: Constitutional History of Canada—(Dawson Bros., Montreal.)

7. Biology.—A practical examination, including tests with the microscope, shall be held in connection with this subject.


9. Geometry.—Books I, II, III, IV; definitions of Book V; propositions 1, 2, 3, 4, 33 of Book VI; deductions.
   Text-book—Todhunter and Loney.

10. Trigonometry.—Text-book—Plane Trigonometry and Tables—D. A. Murray (Longman's.)

11. Chemistry.—Text-book—Kirkland's Experimental Chemistry. (Gage and Co.)

12. Botany and Agriculture.—Elements of structural botany. (Candidates for First Class who have passed the Second Class Examination in these Territories since 1st January, 1895, are not required to take this subject.)
   The First Principles of Agriculture by Mills and Shaw.
   Reference.—Coulter's Plant Relations.

13. Physics.—The elements of Physics.
   Text-book—Gage's Introduction to Physical Science.

14. Drawing.—Topics as for Third Class.
APPENDIX Q

COURSE OF STUDY FOR NORMAL SCHOOLS

1911

For Interim Use.

The Course of Study here outlined is based partly upon the immediate needs of the schools of the Province and partly upon the time restrictions of the length of the sessions.

While reviews will be given in the various academic studies students in training are supposed to have attained a thorough knowledge of the public school course.

The methods for teaching the different subjects are determined by the work required to be done in our schools and sufficient direction will be given to students that they may economically and efficiently impart the necessary instruction. The different types of schools will be discussed and explained as practically as possible, so that teachers need not lose time in study as to the nature of their work in various schools. While attention will be given to general methods yet the Normal School will try as far as possible to encourage individuality in the teacher.

The library will be used both for reference and original investigation.

Students in training will observe conditions, discipline and actual lessons taught both in the city schools, and in the Normal School by members of the staff and of the student body.

Each student will be required to teach a series of lessons in the grade schools under the supervision and criticism of the staff.

Third Class

Pedagogy

The school one of the educational institutes--its function.
The agents in school life--(a) The teacher.
(b) The child.
(c) The mechanical appliances.

1. The teacher--his essential needs--
   (a) Personal qualifications.
   (b) Knowledge of the subject and special preparation of the lesson.
   (c) Knowledge of child nature. Phases in his development.
   (d) Knowledge of the laws of mind. How we know, feel and will. The relations of these three phases of mind and their manifestation in children. The transference of the teacher’s knowledge to the child.

2. The child--His previous and present training, his natural interests and his physical condition.
3. The mechanical apparatus.

The work of the school in relation to:
1. The imparting of knowledge--(a) The lesson--types of, parts of; methods--inductive and deductive; questioning, illustrations.
   (b) Conditions for instruction--classification and arrangement of time and subjects.

2. The obtaining the aim of the school, i.e., self direction, habits of obedience, order, industry, attention, etc.

School Management

The importance of sound management and organization to secure effectiveness and to prevent dissipation of time and energy. The proper exercise of discipline in the school. The adjustment of work and the preparation of time tables. The growth of the teacher in the discharge of his duties. The value of careful and through preparation of all work. Suggestions as to promotions and classification. Mechanical routine of school. Interpretation of Programme of Studies. The child at play.


History

The purpose of this course will be to give the student instruction from the public school standpoint, in the aims of the subject, the methods of instruction and the salient points in British and Canadian History. There will be a brief review of the history of both countries to obtain a perspective of the essential facts. The plan of procedure in different stages will be discussed.

Geography

A consideration of features of the district as material for school instruction--hill, valley, slopes, plain, etc.; creek, current, waterfall, etc.; a consideration of the town as material for school instruction, as a distributing, industrial and trading centre; the means of communication and transportation in the district; the study of the globe and the forms in which it is represented, particularly Lambert's and Mercator's projections; the world ridge, its highlands and lowlands; continent structure with special reference to North America; the main features of great climatic factors--the wind belts, the temperature belts and ocean currents; the great commercial highways; the geography of the Dominion; particular study of the Province of Saskatchewan.

There will be practical instruction in making plans and maps. Students will be required to represent to scale a plan.
of some chosen district and to submit a carefully constructed relief map of one continent with cross sections of all. Instructions will also be given in the representation of simple land and water forms.

Nature Study

Practical experience of the work to be done in public school classes and of the method to be employed by actual observation of natural phenomena connected with the surrounding country, the weather, plant and animal life. Expression in oral and written language and in drawing or modelling.

Sufficient explanation of the Programme of Study to lead to an intelligent use of the same.

Arithmetic

The limits of the purely practical aspects of arithmetic and its advantages in mental discipline; certain approved methods in primary and more advanced work; the abuse and limitations of objective teaching; neatness, accuracy, and clearness of statement in problem work; advantages of and drill in mental arithmetic.

Composition

The different forms of oral and written work. The relation of other school subjects to composition.

Oral composition; memory gems, what to choose; stories, choice of, and practice in telling; picture and object lessons; the nature of acceptable answers.

Written composition; transcription, its value, supervision; the paraphrase; the summary; letter writing; original work, when begun, how the teacher may help in preparation, in criticism; home work; the relation of neatness, legibility and correct spelling to composition.

Students will be expected to write on prescribed subjects. Careful attention to English will be required on all exercises submitted.

Grammar

Purpose of the subject and methods in the different stages.

Reading

Certain approved methods will be given for presenting reading in the primary grades in both English and non-English schools. Phonic drill for the student will form part of this preparatory training. For the senior grades the essentials of good reading and the methods of securing these will be discussed. Oral reading will be required from the students.
and this may be supplemented by exercises in story telling and practice in the presentation of the facts of other subjects in a clear, expressive and dramatic manner.

Literature

Relation of literature to other subjects of study--its connection with and its distinctness from reading. The influence of literature on the child's life; cultivation of a fondness for the best; suitability of selections for different grades; value and use of school libraries; general ideas of presentation; memorisation.

Spelling

The spelling lesson--its material, preparation for, conduct of; repetition of errors; place of neatness and handwriting.

Writing

Practice in correct posture, movement and letter formation. Work in copy books and at blackboard until a fair mastery is obtained.
A thorough understanding of the Programme of Study gained by actual work in each grade.

Music

A clear understanding of the introductory teaching in music will be given. This will include the teaching of rote songs, the preparatory work and staff notation as covered in Part 1 of King Edward Music Reader, Book 1. Stress will be laid on the teacher's ability to have the pupils appreciate music rather than upon the ability to teach the more advanced technical work.
Text: King Edward Music Reader, Book 1.

Drawing

The student's training will be given under four more or less distinct heads, as follows:
A knowledge of the different types of drawing aimed at in the Programme of Study, some idea being given of how to relate these to each other and to the other school work.
The student will be taught the handling of drawing classes, the materials and the management of class exercises in an ungraded school.
Discussion of methods; criticism of children's exercises for suggestion regarding the lessons that should follow to gain the required improvement.
The student will be required to have a knowledge of the correct use of crayon, pencil and chalk in the presentation of illustrative material required in drawing or other lessons. Text: *Augsburg's Drawing*, Book 1.

**Seat Exercises**

The student will be required to think out proper employment for the pupils' time at desk and to furnish seat work for the various classes of the ungraded school. Illustrative lessons will be given in the use and relation of plasticene, paper folding, paper cutting, pegs and illustrative drawing to the regular subjects of instruction especially for primary classes. Work in the ordinary subjects as reading, history, geography, etc., of the advanced grades will receive considerable attention to make the desk exercises more interesting and profitable and to forward habits of independence, concentration and industry.

**Manual Training**

Practice in simple handwork operations as a mode of expression. Special attention to paper folding and cutting, and to modelling as providing suitable seat work in connection with other studies.

**Hygiene and Drill**

Instruction with regard to the maintenance of healthful conditions for work in the school room with special attention to the necessity for and means of securing good ventilation, to the keeping of correct posture, the proper care of the eyesight, and the preventable causes of contagious disease. Practice in physical exercises useful in assisting class discipline and for the improvement of faulty posture. Familiarity with suitable games.

**School Law and Regulations**

Such portions of the School Act and Regulations of the Department of Education as apply especially to teachers and pupils.

**Practice Teaching**

Observation of the conduct of classes; of the teaching of lessons in schools; planning lessons; teaching under supervision.

**Second Class**

**Psychology**

Such an understanding of the nervous system as will lead
to a realization of the intimate connection of the body and
the mind; the sense organs as means of impression; inter-
pretation of sense data; the use and abuse of imagination;
the essentials of an act of memory; the laws of memory and
their application; the training of attention; judging and
reasoning in their application to teaching; apperception.
The function of feeling and its vital importance in school
work; characteristics of the aesthetic and of the moral
feelings. The chief laws of habit, training of the will.
A brief study of the different stages in mental development
to emphasise the difference between the thoughts, feelings
and desires of children and those of adults.

History of Education

An acquaintance with some former systems of education
in order to see in what way they supplied the needs of the
time and how they affected subsequent practice; with the
work of some eminent educators for the purpose of getting
in touch with their ideals; and with the history of some
present day movements so as to see their extent and meaning.
Lectures on topics such as the following:
Education in Saskatchewan; Education of the Indian;
Chinese Education; Greek Education--Sparta and Athens;
Hebrew Education; Roman Education; Early Christian Education;
Education in the Middle Ages; The Humanists; Universities
and Public Schools; The Realists; Locke and Education as
Discipline; Rousseau and Natural Education; Pestalozzi;
Froebel and the Kindergarten; The Nature Study movement;
Training in the Manual Arts; State Education.
Text: History of Education. McIntyre.

School Management

The proper handling of classes. The attention the
seat classes should receive. Study of causes and nature
of school offences. Methods of treating offenders.
Suggestions regarding comfort and care of pupils. Relation
of various subjects of study to each other and to child
life. Importance of questioning. Methods of imparting
instruction. Value of reviews and drills. Standards of
conduct, incentives, punishments. Purpose and nature of
examinations. Value of teacher's personality in teaching
and governing. The child, not merely in his intellectual
development but more generally in his social growth.

History

The work to be attempted in history in the public school
is limited by the point of view of the subject and by the
point of view of the child. The difficulty of choosing
material for presentation and the necessity for a distinct
unifying purpose. A brief review to discuss the outstanding
facts necessary to an understanding of both British and Canadian history. The question of the names to be selected, and the method of procedure in teaching the biography of leading men. An intensive study of some one epoch in both Canadian and British history. The relation between oral and book work; the use of the blackboard; the place of the test; of pictures and other illustrative material. The conduct of drill and instruction lessons, place of dates, note-books, etc.

Geography

What geography is and what it attempts to do for children; its relation to other subjects—to the other sciences, to nature study, to literature and to history. In primary work a form of nature study, i.e. the sympathetic appreciation of one's environment. This is applied to life (human, animal and plant) and to the land and water forms that come under the child's observation. The definition of forms studied and of those imaged through these—rivers, oceans, mountains, etc. The representation of those through plans, through pencil, sand and plasticene maps. A study of the world as a whole—characteristic features of the oceans and continents; the world ridge and great lowland plains—the essential features of physical geography, as the belts of constant and the regions of periodic winds, the course and influence of the ocean currents, continent structure with the modelling of the continents of Australia, South and North America, commercial and mathematical geography as they affect the public school.

Text: Systematic Methodology. Smith.

Nature Study

The presentation of a point of view by directing attention to the theory of the subject as stated by certain writers and to the existing practice as outlined in certain courses of study. Practice in sense training, fact gathering and the interpretation of experience through exercises in connection with material available at the time. The close association of this subject with others on the curriculum—especially geography, agriculture and literature. A thorough understanding of the matter and method embodied in the Programme of Study. The preparation of lesson plans based upon the several phases there indicated.

Mathematics

Special attention will be given to the mathematics of the public school grades. The true place and value of mathematics; its purpose in training apart from its practical worth gives it importance in our programme.

In arithmetic note will be made of three more or less distinct features, namely, the concrete and objective stage
the mechanical and calculation stage; the more advanced abstract and reasoning stage; and methods will be discussed in relation to these and to the pupil's ability. Teaching to prepare the pupil for everyday business transactions; to have speed and accuracy in mental and mechanical operations; how from the first to develop habits of correct reasoning and to gain clear, precise and correct statements. These will form topics for the consideration of the student and for practice lessons based upon the regular programme.

In geometry, the geometrical drawings required from the various grades will form the bases of first study. The factors contributing to the power of definite demonstration and logical deduction required by Euclid—the correct use of instruments, original investigation for constructive problems, the formation of habits of logical reasoning. Attention will be paid to the definitions and axioms of Euclid in the introduction work and carried forward into the teaching of the subject matter of the propositions so that a student should know how to present correctly the introductory subject matter of geometry.

In algebra, as in arithmetic and geometry, the work will be treated inductively. Abstract solutions in arithmetic will be expressed algebraically; the equation will be developed and applied to the solution of problems; the necessary steps leading to a clear understanding of the process of algebra will be outlined.

Composition.

Both the practical and theoretical sides of composition will receive attention. Freedom in speech will be aimed at in the lecture room and through the literary society. The classroom is another means by giving power of clearness in imparting instruction. Students will also be given the opportunity to acquire the art of telling stories to children with ease of language and vividness in picturing. Written exercises by children will be examined to see if students may form a judgment as to an acceptable standard. All written work submitted by students will be criticised for carefulness and exactness of expression.

The theoretical will include the use and place of transcription, of story telling, of the paraphrase, of the summary, the forms of conventional and spontaneous letter writing and instruction in the teaching of other forms of original work. The nature of the criticism that should be given to a child's written work will also be discussed. A brief review of the salient points of structure will be given and paragraph structure, the plan of a composition, and the forms of description and narration.

Grammar

The aims and values of the subject; its relation to language and to literature; general method in commencing,
Reading

Reading will be dealt with from the standpoint of assimilation and from the side of expression of thought. The various methods of mastering mechanical forms, the processes involved in recalling antecedent experience and building up pictures, the thinking of the thought, will come under discussion of thought getting; while the thought giving processes will cover such topics as the production of tone, the mechanics of articulation and enunciation, the ability to express what we know or feel with clearness and grace. Having given the child the ability to gather and express thought, he must also inculcate the value of reading and cultivate a literary taste. To this end lectures will be given on the choice and use of supplementary and literary material. The teacher's and the child's relation to these various phases, the best methods of training in each line and in each department of school work will form topics for observation, discussion and practice.

Literature

Necessary appreciation of literature by the teacher. Literature as culture and as pleasure. Study of selections to discover essential characteristics. The voice and literary interpretation. The teacher's and the pupils' work in the study of selections. Range in the choice of selections partly determined by environment. Elementary study of form and rhythm. Place of literature in an educational system. The function of the imagination and the emotions in appreciation and interpretation.

Spelling

A study of children's exercises to note the different kinds of errors; their cause, avoidance and correction; preparation for the recitation; manner and time; material for lessons; conduct of the recitation; correction, penalties.

Music

Regular and systematic instruction will be given in staff notation and in the presentation of this system. Students will be required to cover both the theoretical and the practical side of the subject, so that each will be prepared to introduce and teach the subject according to the Programme of Study. The work of each grade is first covered by the student and the method of presenting this in the public school is then discussed. The aim of the course is not only to teach the child to appreciate music, but to give him the power to interpret for himself; and so while the student who comes prepared for
such a course will find the work of the term much simplified
yet the student of average ability can with special effort
master the session's work.

Text: King Edward Music Reader, Book 1.

Drawing

The student will receive instruction to enable him to
do and to teach along practical lines—to make necessary
drawings and illustrations in a clear, forceful way; to under-
stand geometrical and design drawings and their use as applied
to construction; and in doing this to pay such attention to
the art side as to elevate gradually the standard of taste in
form, proportion and colour. From an age of free expression
the pupil should pass to an age of correct and intelligent
judgments with the power to do governed by a knowledge of
the underlying principles.

The student will be required to know how to guide and
direct lessons, how to plan the instruction to secure definite
aims, and to know the part imitation, theory, practice and
environment should play in the growth of the child's ability
to do and to see.

Text: Text Book of Art Education, Book VII.

Manual Training

The presentation of manual work as a necessary experience
for teacher and pupil, having mental, moral and social value,
and justified in physiology, psychology and history.

Other work as for third class, but with more emphasis
on the theoretical side.

Industrial Work—(for male students)

The examination of constructed articles and tools for
the principles of their construction, and of materials for their
qualities.

The instruction and practical work the same as for third
class, but in connection with different problems. Pupils with
previous experience will do advanced work.

Industrial Work—(for female students)

Practical work the same as for third class but with more
difficult work in drafting, in making, and in art needlework
for those having sufficient previous experience.

Seat Exercises

Recognizing that in an ungraded school the greater part
of a pupil's time is spent at desk exercises, time is given to
the discussion of how to employ these periods profitably. Seat
exercises are considered under two heads: exercises necessary
to primary classes as yet unable to do school work and requiring
a certain amount of relaxation from continuous labour;
exercises intended to make the work of the senior classes more varied and interesting, yet being based upon and correlated with the regular class lessons.

Modelling, paper cutting and illustrations may be connected in all grades with reading, language and nature study and may be profitable in senior classes in certain types of history and geography lessons. These and other ordinary types of seat work are discussed from the practical standpoint and an attempt will be made to have the student use his originality in providing variety in preparation. Application and drill.

Text: Sage and Cooley's *Occupations for Little Fingers*.

Writing

A consideration of the elements of good writing and the means of obtaining the best results in all written work. An examination of the Programme of Study as the basis of this instruction.

Practice in the preparation of summaries of lessons and in placing these and other teaching material on the blackboard.

Continual blackboard and copy book practice for such students as do not write well.

Hygiene and Drill

A knowledge of personal hygiene and the elementary physiology connected with it. An acquaintance with household hygiene as it affects the school and as application may be made to home conditions.

Typical topics selected from the Programme of Study and their treatment outlined with special reference to the helpful assistance of the text book.

Familiarity with suitable indoor and outdoor games, with general calisthenic exercises, and with exercises, evolutions and terms used in the physical side of military drill. Practice in the performance and teaching of these physical exercises.

Text: *Introductory Physiology and Hygiene*. Knight.

School Law and Regulations

Such portions of The School Act and Regulations of the Department of Education as apply especially to teachers and pupils.

Practice Teaching. --Observation, planning of lessons, teaching under supervision.

First Class

The outline for this division embodies that given in the second class course.
Philosophy of Education

1. The meaning of Education, its reasonableness.
2. Education and development.
3. Education in relation to the home and to the State.
4. The characteristics of those to be educated.
5. Place of experience in educative process.
6. Education of all faculties of human life.
7. Relation of the body and mind in education and the attention each should receive.
8. The unity through all educative processes.
10. Effects of education.
11. Education as the final and continuous adjustment of the child to life.
12. Relation of the philosophy to psychology and the different studies of the school course.


Psychology

The work for first class students will comprise that attempted by the second class with a fuller study of the feelings and the will. The lectures will follow the prescribed text.


History of Education

A study of the development of education as exhibited in the practice of different peoples, in different times, and as formulated by different thinkers, in order to understand the meaning of present practice, to estimate the value of new movements and to direct effort along fruitful lines. Discussions from text book topics.

Written exercises based on supplementary reading.


School Management

The ideality of all school processes; the purpose of teaching and governing. Development of pupil's self in regard to learning and control; attention to the treatment of different kinds of pupils with their varied needs; understanding of pupils' difficulties; necessity of thorough grasp of the lessons to be taught and of translating stages of lesson development in terms of the pupils' minds; purpose and help of the different kinds of illustration; the unity that should characterise all phases of school life; the freeing of the child from simply depending on others; the child as a social unit; the teacher as a citizen.

Text: School Management. Tompkins.
History

The teacher in presenting the facts of the past of our own and our mother country is confronted with the problems of method and material. The latter is quite as embarrassing as the former. Our texts are crowded with facts, many of them too complex and difficult for children to appreciate. Each teacher must select with an eye to the capacity of his class and his own ability those facts that can be taught. A clear idea of the purpose towards which he is aiming is therefore essential.

The aims claimed for the subject are: the increase in interests, the mental training, particularly that of the imagination; the ethical teachings, and the consequent preparation for thoughtful, conscientious citizenship. Consideration will show that these gains will be obtained if the facts are assimilated by the pupils and if the teacher himself has earnestness, ability to instruct, and character to enforce the lesson.

The material chosen for presentation is quite as important as the method used; must be possible of assimilation by the child to whom it is given; must be true to the spirit of the time; must be vital. The early stages of history concern the biography of great men. This serves as a foundation for later work as the influence of these great characters is seen in a general survey of the whole subject. Later a more particular study of the different epochs is given when attention is paid to the larger features in the development of the constitutional, the social and the religious phases.

The course will include discussions on the purposes of the subject and the extent to which these shall be consciously or unconsciously secured; the choice and amount of material; the methods to be employed in the different phases; the use of illustrative material such as the blackboard, pictures, reading, etc.; the place of dates; the conduct of lessons. Students will be asked to prepare papers on certain of the academic questions that arise.

Geography

Geography in public school work is largely a knowledge subject. It draws on every science. In teaching the subject we are confronted with the problem of obtaining a controlling principle that will enable us to emphasise the essential, subordinate the less important, and eliminate unnecessary facts. The world as the dwelling place of man gives us this viewpoint. We thus lay emphasis on those facts that concern mankind, more particularly on those that affect our own interests.

The subject is divided into various stages from the observational, through that of scientific, to that of rational investigation. Their rational stage reached through concepts formed from first-hand investigation and from concepts built
from these as modified and enlarged by the instructor, is seen at its best in advanced work. The teaching of the subject is thus considered from the development of the child. The human side, although colouring all instruction and although the guiding principle in choosing and co-ordinating the facts chosen, receives greatest attention in senior grades. Having grasped the main facts of world geography the work of man is studied as he overcomes his environment and utilises it to his advantage. Commercial geography is considered as having its explanation only when physical conditions are understood. Knowing the great world features of commercial and physical geography the pupil is in a position to fill out on his own behalf the details of the outline.

The work of the Normal School will consist in reviewing the essential facts of the subject from the teacher's standpoint, in teaching the different modes of procedure applicable to the different stages, and in giving the student facility in handling the different means the pupil will use in grasping, re-telling and fixing the facts. Thus instruction will be given in map-reading, map-making, blackboard, paper, sand, plasticene, etc., the use of the text and of supplementary reading.

Nature Study

The reason for teaching this subject gathered from a consideration of the purpose of education; its suitability as a means of attaining the end of education.

The nature, extent and method of the subject as taught, gained by comparing several courses of study and the ideas of various writers.

A survey of the natural environment for the purpose of selecting suitable material. The adaptation and use of this in conformity with the general principles and methods of education and as indicated in the Programme of Study. Co-ordination between this and other subjects emphasised in all the practical work.


Mathematics

The pedagogy of mathematics with its modern tendencies will be discussed. The subject will be considered from the aspect of utility and culture. Mathematics as a language, as a mode of thought and in its relation to sense training will receive attention. Suggestions will be given in regard to the value and use of the text book. Complicated and obsolete forms and problems will be avoided.

Arithmetic

The subject matter and the modes of thought; methods in teaching the more practical problems; suggestions to develop
the culture qualities of the subject; the algebraic and geometric side of arithmetic; values of speed, neatness and accuracy of thought and expression, with suggestions towards securing these

Algebra

In outlining the purpose of teaching and the benefits to be derived from the study of algebra the equation will be taken as the basis of work. The meaning and use of symbols, factoring, the different algebraic processes, and the interpretation of problems and solutions.

Geometry

The reason for the correct study of the subject; the value and use of the text book in home preparation and in class recitation; the methods of attacking problems and the relation of geometry to drawing; the value and place of formal demonstrations.


Composition

Composition is essentially interwoven with the other subjects of the school programme. Every subject must contribute to the pupil's training in English. Thus composition, the expressive side of school work, is not to be thought of as a subject distinct from others. Whenever the pupil is composing his thoughts and feelings in language he is using composition. This principle is the basal one to be kept in mind. It is to be applied in literature, in mathematics, in history, in geography and in all the other sciences. Attention to oral training should not be confined to the lower grades.

Composition thus does not consist in learning rules of speech or in the study of structure, although these have their legitimate place in advanced work.

The preponderating element in primary work is oral expression. Through the reproduction of stories, through the discussion of these, of literary selections, of simple ethical problems, through attention to the answering of questions in other subjects the pupil is trained to think in an orderly way and to obtain freedom in the expression of his thoughts. Memory gems and reading enrich his vocabulary. As he learns to write he transcribes from books and is given exercises in the expression of his own thoughts. The latter enlarges in scope as the mechanical difficulty of hand-control is overcome. These attempts receive sympathetic criticism from fellow pupils and from the teacher. In advanced work the laws of composition are acquired to obtain a scientific basis for expression. Through the study of the means used by the great masters of literature the pupil is led to a
position where he is independent of his teacher.

In discussing the foregoing, students will be expected to submit exercises on various forms of the academic and of the professional sides of the work. Advantage will be taken of classes to put theories into practice.


Grammar

The purpose of this subject is twofold. As a training subject it develops observation, logical analysis and orderly reasoning. It is also practical in that principles as they are discovered are applied to written expression and to mastering the thought of the printed page. As it requires reasoning power the time for commencing the subject must receive consideration.

The method of teaching is most important. As far as possible the pupil should make his own classification, analysis and definitions. These are criticised and definite workable classes, forms and terms are adopted. The order of procedure in following a course in grammar is most important and must be clearly thought out beforehand. Analysis of sentence, keeping in view its helpfulness in interpreting thought, must run throughout the whole study. In this feature as in all the others, attention will be given to the grading of the work, more difficult selections will be given as the pupils grow in power. The examples of exercises will be chosen from good literature that there may be an unconscious assimilation of worthy thoughts in fitting language.

Reading

A library, text books and current literature study of the following topics, helped out by classroom lectures and discussions; place, value and relation of reading; the psychology of the subject. Methods adopted in various places—their use, advantages and disadvantages. Methods in classroom recitations with definite objects as analysis, voice production, technical drills, expressive reading, etc. Familiarity with children's authors, books and selections suited to supplementary class reading. A knowledge of general literature with a view to correlation to reading with topic work in other subjects, as history, geography, etc. Practice in vocal expression to gain standards of correct reading by the teacher.


Literature

Outline of literary elements; relation of literature to the artistic and spiritual needs of the pupil. Appreciation of literature by the teacher and the pupil; methods of increasing this appreciation; universality of literature in its
application; study of literary qualities and their relations to the thinking, feeling and willing faculties of the child; directions for teaching literary selections to grades; forms of literary expression; study of authors and their times; relation of oral reading and interpretation of literature.

Spelling

The various causes of misspelling; how the teacher may discover these causes; the "ear-speller," the "eye-speller;" what psychology has to say of muscular control as a factor in spelling; manner of, and time for preparation.

Music

The student having acquired a technical knowledge of the subject will be asked to broaden his view by a general look at the place of music in the life of the pupil and its relation to the work of the school room; to observe that the aims are culture and power; to see what lines of work will definitely contribute to each; to adopt the work of the Programme of Study in graded or ungraded schools so that these aims may be accomplished; and finally to consider fully the methods of imparting instruction to secure the desired results.

Drawing.

Drawing is taught in our public schools because the individual needs art in his personal life, in his home life and in his life as a citizen. There are two distinct lines of training--training as a doer or producer, and as an appreciator or purchaser. These aims are kept broadly in view, and are related closely to the various types of work arranged for the student. To such ends students are asked to discover the best means of securing free and forceful expression, of bettering technique, by the study of various mediums; of improving the grammatical art by the study of principles of perspective, construction and design; of cultivating a standard of taste by the study of good examples from nature and masterpieces of art. A study is made of the child's nature to suit the aim, the kind of work and the medium to the age and grade. The Normal School work shows how appreciation follows expression, how the two may be inter-related, how the regular exercises in pictorial, constructive and design drawing may not only be related to the child's school life and correlated with his other studies but how these may enable him to be prepared for a broader and happier life as a man among men.

Text: High School Text Book of Art Education.

Seat Exercises

The student will be asked to examine the question from the standpoints of hygiene, of school management, and of teaching and will be required to arrange programmes of seat
work for graded and ungraded schools. The aim of such work is to prevent monotony and repression by providing work which will require the full measure of the child's power or which will give beneficial results by periods of recreation. When exercises have been considered from psychological and hygienic views the question arises as to the practicability and feasibility in ordinary classrooms under average conditions, and finally as to the value of such exercises educationally and their relations to the physical and mental health of the child. Considering such tests, many exercises are thrown out and many find a place which might otherwise be rejected. When the correct viewpoint is obtained and various desk exercises arranged the student is required to work out some of the actual exercises he would give, and to show what he would expect from the average pupil in certain lines of industrial work and in the regular subjects of instruction.

Writing

An examination of the various forms of script, print figures, etc., for comparison and selection.
A study of the methods of teaching writing--their place and value.
A critical analysis of the Programme of Study and the preparation of lessons for particular cases.
The preparation of outlines and summaries of lessons in various subjects.
Continual practice for the backward writers in copy books and on blackboard.

Manual Training

Practice in pictorial drawing and paper cutting as means of expressing ideas, in geometrical drawing and modelling as means of more definite expression and in the making of articles in various materials as means of embodying thought in useful forms.
The connection of manual work with language, literature, history, geography, arithmetic, etc.
Methods of conducting class work in the manual arts.

Industrial Work for Male Students

Instructions in the use and care of common tools, in the making and reading of work drawings and in the method of attacking problems in construction.
Constructions in wood and iron worked out as definite problems by groups and by individuals.

Industrial Work for Female Students

A progressive course in instruction in needlework consisting of exercises in the use of materials and the operations
involved in the making of simple articles of clothes or house furnishings. The design and making of one or more such articles.

Text: Worst's *Constructive Work.*

Hygiene

A knowledge of personal household hygiene and some acquaintance with municipal hygiene, together with the associated physiology and sanitary science gained from lectures, discussions and text book.

Selection of matter suited to the several grades and consideration of its treatment to lead to improvement in the personal habits of the pupils and to the appreciation of their duty as citizens.

A knowledge of the benefits derived from various forms of physical exercise, the selection of exercises for particular purposes and the method of using these. A knowledge of the physical exercise of military drill and of the correct orders to be used in conducting them. Ability to perform and direct these exercises.

Text: *School Hygiene.* Shaw.

School Law and Regulations

Such portions of The School Act and Regulations of the Department of Education as apply especially to teachers and pupils.

Practice Teaching.--Observation, planning of lessons, teaching under supervision.