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PUBLIC SCHOOLS COURSE OF STUDY

In considering the question of a Course of study for the common District Schools of this province, the purpose for which a system of education is established in any community should be clearly understood.

The state has established the public school that a good citizen, one who can take his part in the affairs of the community and contribute to the common weal may be produced. This citizen should have as thorough a knowledge as possible of the resources, principal industries, and possibilities of development of the country in which he lives, should be intelligent, public spirited, honest, and moral. It is to aid in the production of this citizen that the public school exists.

The requirements of this citizen are the ability to read, the key that unlocks so much knowledge—a sufficient knowledge of the English language to enable him to express himself clearly and correctly—the ability to make such calculations as may be required in the prosecution of his affairs—life—a knowledge of geography so far as the means of communication with other countries are concerned—a knowledge of the past history of the world, so far as it will enable him to trace the development of mankind, and give to him an intelligent idea of the evolution of the principles of government—the ability to write a legible hand—to draw a sufficiently good representation of what he may wish to illustrate that it may be intelligible to another—the knowledge of the common phenomena of this life—in this province, a knowledge of the soil and the best way to treat it to secure the desired results—a knowledge of the laws of health—and the principles of morality.

READING
 In arranging a course in reading it should be carefully adapted to the capability of the pupil. The sections in the text book should always be within the comprehension of the child using it. Nothing does so much to prevent the child becoming a good reader, as to require him to take as a reading lesson a selection of which the thought is so expressed as to be beyond his ability to grasp it. In such a case, he learns to say the words, but cannot possibly become an expressive reader. I fear that in the series of school books at present in use in the schools, there are too many selections beyond the pupil's grasp.

The finding of the readers should be carefully attended to, so that difficulties are approached very gradually. No series of reading books will give a sufficient variety of reading. There should be a large and varied list of supplementary reading. In these days when books (except school books) are so cheap, there could be in every school, at small cost, a number of books carefully graded for supplementary reading.

All courses in reading should make provision for phonic drill, distinct articulation, and natural expression, and should also to the greatest extent possible allow to the pupil the pleasure and edification of the listener. Much memorizing of the best poetical and prose selections in the language should be arranged for. This lives to the pupil an enlarged vocabulary, and an appreciative taste for the best in literature, and is not taught to grasp the idea and is not satisfied with a mere verbal memory of the selection.

ENGLISH
 Closely associated with the reading should be the course in language, or English, as that is the only language used in the Common School. I do not call this grammar, for the aim of the course should not be, so much to teach technical grammar, as it is to teach the pupil to express himself clearly, concisely, and forcibly. In the lower grades there should not be any technical work. The pupil should be encouraged to express himself freely. All errors of speech should be persistently corrected. When the pupil is more advanced the use of homonyms and synonyms should be practiced. Only in the last stage of the pupil's school course should technical grammar be introduced. The ideal text book has not yet been produced, so we must make the best possible use of the indifferent one we possess.

A large part of the course in English should be devoted to composition. Beginning with the youngest, have them compose orally by insisting that they express themselves in complete sentences, and as they advance written compositions may be introduced. Subjects for composition should always be those well within the comprehension of the pupil. In no case should abstract subjects, such as Honesty, Ideals, etc., be given. The work should be largely descriptive of incidents, places, things, etc., that have come within the sphere of the pupil's own experience. The object aimed at is to acquire the power to express one's self clearly, and not to stimulate abstract thought. In connection with the composition, exercises in letter writing should be given, and strict attention should be paid to correct form. A pupil should not complete the school course without being able to write in correct form a bill, a receipt, an order for goods, a telegram, an invitation, or an ordinary letter, etc.

In the English course spelling should receive close attention. Not only should the spelling book be used because of the classification of difficult words found therein, but a strict watch should be kept on everything the pupil writes and every error made in the spelling should be corrected by the pupil on account of the failure to insist upon correct spelling in all the written work.

ARITHMETIC.
 In our common school course Arithmetic must have a prominent place. This subject should be correlated with all the other subjects on the course. As Arithmetic is the science of numbers and many numerical calculations enter into all the other subjects studied, opportunities are continually offered for the practical use of arithmetic. All arithmetical puzzles should be avoided, for example, that class of questions found in many Arithmetics, known as clock questions, such as "what are the exact times when the hour and minute hands of a clock are at right angles to each other between seven and eight o'clock?" Also stream questions and others of the same unpractical character. Rapid and accurate manipulation of figures should be insisted on throughout the entire course. Mental arithmetic should be constantly practiced. A course in arithmetic that provides for the teaching of Addition, Subtraction, Multiplication, Division, Reduction of Compound Numbers, Fractions, Vulgar and Decimal, and Percentages, would be sufficient for the common school.

GEOGRAPHY.
 The course in Geography should commence with a knowledge of the topographic of the school district, the general Geography of the province shall be taught next—this should be followed with the Geography of the Dominion—then that of the Empire. In teaching Geography, the unimportant ones are not necessary. Frequent drawing of outline maps and placing in them the leading industrial centres, and the names of the productions in the locality where they are produced should be practised. This subject properly taught is among the most useful of school studies. Supt. Stetson of Maine says: "The study of Geography will develop the imagination, train the intellect, cultivate the powers of expression, nurture the sentiment of patriotism, and help to gather a fund of useful information."

HISTORY.
 The course in History should be revised, and just as soon as suitable text-books in both British and Canadian History can be procured, they should be substituted for the very unsatisfactory ones at present prescribed for use in our schools. The History course should not consist of a mere record of facts, but of historical incidents should be considered in their relation to their bearing upon the life of today. Biography should enter largely into the History course. The biographies of the leaders of any period in the history of that period should be studied, and made it great should be emphasized. The constitutional changes with the causes leading to them should be clearly taught, also the few decisive battles fought within Canada, with the causes of the war in which they were fought, and the results. In general history, emphasis should be laid upon the influence of inventions and discoveries as means of progress and development, such as the cotton-gin, the steam-boat, railroads, the printing press, the telegraph, the telephone, etc.

Correlated the Geography and History. In the study of every historical occurrence let a map of the scene of action be drawn, and let all the information concerning the topography of the place and character and stage of development of the people that will throw light upon the occurrence be taught in connection with the incident.

An important object to be aimed at in teaching History is to train the pupils for their future civic duties. They will be the voters of the future, and it is the duty of the legislator. Let them therefore clearly understand the basis upon which all good government rests. Point out to them the causes for the failures and successes in carrying on the government in the past and impress them with the fact that like causes will produce like results.

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suits in our days. The schools should aid in preparing a generation that will banish from our fair Dominion political corruption of whatsoever kind it may be. PENMANSHIP. Any system of penmanship that results in a clear legible hand will be satisfactory. The natural slant style seems to be the favored one at present.

DRAWING.
 The course in drawing should extend through the entire school course and should be largely used by the pupil to illustrate his work. After pupils are able to draw the plain figures and the conic solids such as the sphere, cube, cylinder, hemisphere, square prism, and right angled triangular prism, etc. he should be encouraged to do as much original work as possible, whenever this can be made helpful in language work, number work, or nature study. The main object is to develop powers of observations and thought, to accustom children to use modeling and drawing as means of expressing thought and creating imagination. (Continued on Page Ten.)

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 CURES ALL KIDNEY DISEASES
 RHEUMATISM, BRUISES, BRIGHT'S DISEASE, DIABETES, GRAVEL, CALCULI, NEURALGIA, MIGRAINE, HEADACHE, INDIGESTION, BILIOUSNESS, SLENNETRY, AND ALL AFFECTIONS OF THE URINARY SYSTEM. Sold only in bottles.

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Warning to Electors.

Penalty For Bribery.
 Bribery is an indictable offence punishable by
 1. disqualification for 8 years from voting at any election or holding any office in the nomination of the Crown or the Governor General in Canada, and
 2. imprisonment for a term not exceeding six months, with or without hard labour and,
 3. forfeiture of \$200 and costs to the person who sues therefor.

What constitutes Bribery.
 To corruptly induce a voter to stay home or refrain from voting is as much an act of Bribery as to corruptly induce him to vote for a candidate. The mere offer of money to any person to induce a voter to vote or refrain from voting is bribery. Any valuable consideration given, offered, lent or promised may be the subject of a bribe as well as money. Any profit, or benefit, any right or interest given or promised to a voter for his vote or to induce him to refrain from voting would be a valuable consideration and amount to a bribe.

To pay or to promise to pay the travelling expenses of a voter in order to induce him to vote would be bribery. To pay or promise the voter for loss of time in order to induce him to vote would be bribery. Not only is giving or paying money for votes bribery, but offering or lending, or agreeing to give or lend, or promising to endeavour to procure money or valuable consideration for a vote, is bribery.

To offer give or promise or to promise to procure, any employment, office or place to any voter or to any other person in order to induce a voter to vote or to refrain from voting, is bribery. One may be guilty of bribery though the act itself be performed for him by another person. One may be guilty of bribery though the bribe be not given or promised directly to the voter. To corruptly do any act of bribery after the voter has voted or refrained from voting as payment for such vote or for not having voted is bribery.

Any one who demands from or applies to a Candidate or Candidate's agent for any gift or loan or to obtain the promise of a gift or loan for his vote, is guilty of bribery, whether the demand be made by the voter personally or through another. To apply to a Candidate or Candidate's agent for any employment, office or place, or the promise of such, in payment for a vote, is bribery. To apply to a candidate or his agent for any gift, loan, office or employment as payment for having illegally assisted Candidate at an election is bribery.

To pay or advance any money to any person to be used in bribery or corrupt practices or afterwards to repay any money at has been expended in bribery or corrupt practices is bribery. (Published for the Charlottetown Moral and Social Reform League.)

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you are: one of the thousands who are not satisfied with your income consult

H. I. WOOD, Provincial Manager.

International Correspondence Schools of Scranton, P. A.

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Look over the following— select the course you would like to study and then consult the Provincial Manager.

- | | | |
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| Advertising
Window Plumbing
Show-card writing
ARCHITECTURE
Architectural Drawing and Designing
Building Contractors
Complete Architectural
CHEMISTRY
General Chemistry and Chemical Technology
CIVIL ENGINEERING
Railroad Engineering
Surveying and Mapping
Bridge Engineering
Municipal Engineering
Hydraulic Engineering
COMMERCIAL
Complete Stenographic
Typewriting
Double-Entry Bookkeeping
Book-keeping and Business Forms
Co. Bookkeeping
Bookkeeping
Bookkeeping and Banking Laws
DRAUGHTING AND DESIGNING
Lettering and Sign Painting
Sheet-Metal Pattern Drafting
Mechanical Drawing
Architectural Drawing
Structural Drafting
Perspective Drawing
General Design
General Engraving
Newspaper Illustrating
Architectural Rendering
ENGLISH AND MATHEMATICS | Spelling
Arithmetic
Algebra
Penmanship
Grammar
Letter Writing
ELECTRICAL ENGINEERING
Electrical Engineering
Electric Light and Railways
Dynamo Running
Electric Car Running
Engine and Dynamo Running
Interior Wiring
ELECTROTHERAPEUTICS
COMMERCIAL LAW
LANGUAGE
French (with phonograph)
German (with phonograph)
Spanish (with phonograph)
English-French (with phonograph)
Spanish-French (with phonograph)
Spanish (with phonograph)
FRENCH
French (with phonograph)
Spanish (with phonograph)
Spanish-French (with phonograph)
FRENCH
French (with phonograph)
Spanish (with phonograph)
Spanish-French (with phonograph)
FRENCH
French (with phonograph)
Spanish (with phonograph)
Spanish-French (with phonograph) | Farm Machinery
Gas Engines
Refrigeration
Mechanical Engineering
METALLURGY
Complete Metallurgy
Hydrometallurgy
Smelting
Milling
MINES
Metal Mining
Short-Cut Mining
Complete Coal Mining
Metal Prospectors
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PEDAGOGY
Teachers' Methods of teaching
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Complete Plumbing and Heating
Complete Plumbing
Complete Heating
Plumbers and Steam Fitters
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Steam-Electric
Complete Steam Engineering
Engine Running
Marine Engineers
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Structural Engineering
Structural Engineering
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