

ing it. The course suggests that whenever it is practicable illustrative experiments be given on the lessons in the text-book. In ungraded schools formal lessons on the human system are not prescribed for pupils of the first three standards, but teachers are required to give the classes instruction on the conditions of health as specified in the note prefixed to the course. The text-book on Temperance Teachings is introduced in Standard IV., and explanatory lessons on the human system are to be given orally as aids to the intelligent study of it. The subject of physics is begun in Standard VI. and completed in Standard VIII. The teacher—not the pupil—is referred to Hotze's First Lessons in Physics as a guide to the instructions which are to be given orally.

A very few remarks on some of the other changes of the course must suffice. Standards III. and IV. of ungraded schools, which have heretofore embraced a period of one year and a half each, have been so modified as to form three standards, each covering a year. There are thus five standards in these schools instead of four as formerly. It is hoped that this provision will lead to a more exact classification than has yet obtained in these schools. It will be seen from the provision respecting the employment of a qualified assistant that the general interests of the school are guarded in the event of pupils taking the more advanced subjects after completing the prescribed course, and also that if the five standards are taught and the enrolled number of pupils fifty or upwards, the employment of a class-room assistant is *obligatory*.

Object lessons as a separate subject have been struck out of the graded course. They are amply provided for under useful knowledge lessons and form study, and can be thus much more effectively taught.

The lesson sheets which are provided for use in connection with Reader I. will supply a much needed want. They will afford the teacher an opportunity of drilling the class upon sentences, phrases or words in any order, and thus secure their ready recognition wherever and whenever met. Many teachers have, it is true, been in the habit of reprinting the lessons on the blackboard for this purpose, and others have sought to test the pupils from the book, but both practices have occasioned much loss of time.

The course in geography is more complete—supplying some important omissions and defining more clearly the requirements in respect of map drawing. General and not detailed geography is asked for and more attention is suggested to physical features than to topography.

The course in mathematics has been modified in some important respects. Instruction in arithmetic (not including number in the primary grades) is limited to the principles contained in the elementary text-book, except that instruction is to be given orally to pupils in Standard VIII. on the square root and its applications. Provision has been made as indicated in the course for the omission of certain portions which the teacher may deem unessential till a later stage. Considerable attention is to be given to business arithmetic, commercial forms and the practical application of rules. With respect to geometry it has been assumed that geometrical conceptions have been gained through exercises in form study and drawing before the subject is formally taken up, and hence the pupil is introduced earlier than in the original course to the logic demonstration of propositions.

A small but a very important addition has been made to the requirement in algebra for Standard VIII. It is prescribed that easy equations and problems be taken up. As the common school course is completed with Standard VIII., and many pupils then leave school for life, it is very desirable that they should carry with them some knowledge of the practical application of the subject.

The requirement in Latin has been reduced. Few pupils have found it possible to overtake the allotment previously prescribed."

WHAT SHALL WE STUDY?

We do not suppose that many will dispute the accuracy of our assertion, that there are few educational questions of greater moment than the one at the head of this paper. And if we take into consideration the amount of discussion which has been expended upon it, the distinguished men in all departments of thought and activity who have taken a leading part in presenting their views on it to the public, and the issues that are involved in its settlement on a rational basis, we shall not overstate its importance if we pronounce it supreme.

A satisfactory answer to the question takes precedence of all speculation respecting methods of instruction. It embraces the instruments by which the educational wants of the community are to be satisfied, the subjects which are best fitted to evoke and cultivate the talents, tastes and character of the children and youth, and equip them for an efficient performance of the duties of life both as individuals and members of a great society. It therefore imposes upon us the obligation of specifying what subjects ought to engage the attention of the pupils in elementary schools; what higher branches ought, in addition, to be included in a course for intermediate schools, and what would be our idea of a curriculum for the university. But as study should not end when the youth leaves school or college to enter upon the business of life, it is incumbent upon us to complete our answer to the question, "What shall we study?" by offering some suggestions as to the employment of intervals of leisure, and the desirability of continuing in after life that discipline which most of all contributes to form the taste and train the intellect.

In the first place we proceed to inquire what ought to be the subjects of instruction in the elementary school? Schools of this class affect and interest every section of the people more intimately and directly than those of a higher grade. Located in every settlement, village or town they bring educative influences within the reach of the poor man, prepare his children for the occupation of farmer or mechanic, and if he has one of more than ordinary promise that