

the purpose of altering the method of teaching. We don't want them to spend their time on one or two books for a whole year. In the Shakespeare texts we took away texts that were annotated, with a view of making it impossible for children to spend their time on *pitayune* things. They cannot do the same thing in the schools. They cannot spend their time reading all the books in English, *ized*, but to get the general content. The second thing is that we reduced the memory work, and we did not set any particular memory work at all, particularly in poetry, and we said that the memory work could be done up to a number of lines, one hundred or one hundred and fifty, but these lines were to be chosen in the class altogether, with the idea of having those that appealed to them memorized. *rol of the*

entral I think these are fundamental lines of progress, but where they say that there is textbook teaching alone-- I am not quoting the words-- but where the method has been memory work, I say it is entirely wrong.

cluding the Quebec High School, and we put the money
THE PRINCIPAL: I don't think it is the practice in the schools. Some of the departmental regulations lend themselves to a wrong interpretation. *ground, when we are actually ahead of many school sys-*

DR. PERCIVAL: I don't know what schools they went to. We want to have a class composed of pupils in seven different grades. You must have some set work to keep the other grades busy while one grade is being taught. We try to group the different grades into classes, and re-