

THE
EDUCATIONAL RECORD
OF THE
PROVINCE OF QUEBEC.

No. 12.

DECEMBER, 1897.

Vol. XVII.

Articles : Original and Selected.

A REPORT OF THE PROGRESS OF AN EDUCATIONAL EXPERIMENT.*

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Mr. President, Ladies and Gentlemen :

Will you permit me to call your attention to a piece of educational work which has been in progress for a number of years in the public schools of this city in connection with the study of the French language? I refer to the introduction of a method of teaching French which differs so widely from the traditional methods that its adoption, on so considerable a scale, challenges the attention of all persons interested in the movements of practical education, especially in this Province of Quebec, where the peculiar needs of the English-speaking minority in this regard have long claimed a more effectual recognition.

I venture to think, moreover, that a report upon the progress of such an experiment as this will be of no little practical value to those who are directly engaged in French teaching.

According to a familiar saying there are two sides to every question. Are there not four sides to every question? First, there are the pros and the cons. We all find that out, perhaps by bitter experience, before we advance very far on our earthly pilgrimage. Then, as we approach intellectual maturity, we realize, sooner or later,

* A paper read at the Teachers' Convention held in Montreal last October.