

## Practical Methods.

[NOTE.—We have opened this department for the discussion of best methods of teaching subjects that present difficulty in teaching, especially by young teachers. We desire to obtain the experience of teachers who may have found successful plans and are willing to impart them to others.—ED. (C. S. JOURNAL.)

### HOW TO TEACH OUTLINES OF ENGLISH HISTORY TO PREPARE FOR ENTRANCE EXAMINATION.

Before assigning a lesson, I talk it over in an interesting conversational manner to my class, frequently emphasizing and repeating the most prominent parts. I then give them notes, previously prepared, on what I have been relating, and require them to copy these notes neatly and prepare them for next lesson.

At the next lesson, I question them on these notes carefully, selecting those to answer whom I suspect to be a little dilatory. I then talk over another lesson and proceed in same way.

If my time is limited and I am not able to write the notes on the black board myself, I request a pupil to do so, and require the rest to copy them. I give the pupil, who writes for me, special time to copy for himself.

Occasionally, instead of questioning my class, I put them in different parts of the room, write two or three of the leading questions on the board, and require pupils to write the answers, which I correct at my leisure and show them their mistakes.

In reciting answers, I take particular pains that my pupils give their answers in a complete sentence with good language.

I supplement this method with frequent written examinations, and take care that the pupils keep a record of all questions they miss, or fail to answer fully. When a review is at hand, or an entrance examination, I require them to look at their list in particular, and learn their weak points.

My experience has been that it is objectionable to assign a lesson in the text-book before talking it over, for its language is beyond the age of most Fourth Book pupils, and they will try to commit the lesson to memory, thus acquiring a collection of words without realizing the facts.

An interesting conversation makes my pupils feel I have their interest at heart, and they will do their best to please me. Besides, they will retain much of the lesson I have taught, and can learn the rest with much ease and satisfaction.

FELIX.

Cherrywood, Dec. 4th, 1885.

My method of preparing English History in Outline with the Entrance Class is as follows:—I have skeletonized the leading events in the history from commencement, and use these notes as a frame-work on which to build. I notice that certain causes produced certain effects, and from any one particular cause I trace out how influences proceeded, and that some of these may have created other causes and other influences. I connect these facts with the monarchs who ruled at the time, and then bring in the leading statesmen, discoverers, literary men and others whose names are prominent in connection with that reign, and thus clothe the dry bones with attractive covering. I give frequent composition exercises with these causes as a subject and require the pupils to trace out the several effects resulting from them. With this view I desire the scholars to read a certain portion of the History at home, to give them habits of study, and then, in class, we talk it over, on the plan mentioned, outlining on the black-board the principal features. This may be called the *topical* plan, but whatever the name may be, I find it far more pleasant and easily kept in memory than a catechetical examination on the text of the book.

SYLVA.

I treat history outlines in the same manner as I would build a fence, namely, (1) Dig out holes at certain distances, that is, prepare by laying out the ground-work of the subject. (2) Put in the posts, as these are required to nail the boards on, or the facts on which the details depend. (3) Ornament the boards and paint them, which means adding any attractive narrative that would tend to make the matter pleasing to the scholar.

T. M.

My plan is to take the first two letters off the word, and thus make "History," "Story." My history lesson is looked for with pleasure and I have no difficulty in fixing the several facts in the minds of my pupils.

JENNIE McL.

I would make my history lesson something more than mere facts and details. From the study of leading characters, as topics, I would gather around each a scene, as on the stage, and in that way picture the principal events in the pupils' minds. The influences of these personages on society, laws, manners, and customs; in literature, art, and science, morality and religion is, to my mind, the best and most practical history that a child could learn,—such as would be of service to him in his subsequent life.

PRACTICAL TEACHER.

For January 7th next we will take up the subject about which our friend from Whitevale writes in the following letter. He gives his plan but he, and we also, would like to hear from others. We thank those who have kindly sent replies to our last question. Remember, "The best plan for marking writing lessons," for JOURNAL of January 7th, 1886.

Editor of SCHOOL JOURNAL:

DEAR SIR,—As you have invited your readers to present their difficulties in teaching, I desire to learn through your columns, the various ways, adopted by experienced teachers, of marking writing lessons. I have a plan of my own, but desire to improve it.

I have tried several ways, but of late have been using the following which has given very good results:—Supposing the pupil writes ten lines. In each line, I count the errors of spacing, height, imitation of copy, and tidiness. At the end of the lesson at the left-hand margin, I mark in fractional form the denominator indicating the number of lines written, and the numerator the number of errors—thus,  $\frac{12}{10}$  would mean, twelve errors, and ten lines written. I transfer these fractions to a class book. In the monthly report the sum of the Nr's and Dr's will be a true statement of the amount of work done, and the care taken in doing it. A percentage can be struck from these totals.

The reason I adopted this method is that I find among business men the desire is for penmanship regular, plain, and free from flourishes, and neat. However difficult it may be for a pupil to acquire an artistic style, it is within his power to learn to write regular and neatly. Using this method as a lever to stir up my pupil's pride, and ambition to excel, I find little difficulty in removing the most objectionable features.

It may be a little cumbersome.

I hope some of the experienced teachers will give us their methods.

Thanking you for the space, I am, yours very respectfully,  
Whitevale, Dec. 10, 1885.

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No terrestrial quadruped inhabits the land within the Antarctic Circle, and whales and seals are the only mammals that enter its area. Summer in the Arctic regions, with its abundant life on the earth and in the air and sea, presents an animated and cheerful scene, compared with the utter desolation that reigns supreme in Antarctic waters.