

Each teacher will prefer her own mode of treatment, but whatever plan is adopted, the guiding principle of the teaching should be to cement the acquired facts into a clear and consistent whole, and to get the children to think and to read for themselves. They are going to help make some more "history."

My subject is, I believe, to deal more especially with the teaching of history to the upper grades; and so may I pass on some stray thoughts, some of which I hope may prove helpful to someone.

1. History should wherever possible be correlated with geography; and moreover it is absolutely impossible to teach history successfully and thoroughly without having frequent and repeated use of maps. Of what value would it be to a child to know that a great massacre of British people occurred at Cawnpore in 1857, if he does not know where Cawnpore is?

The upper grades should be encouraged to make sketch maps in their written answers, e.g., as in writing an account of the Indian Mutiny.

2. Quite frequently we ask the children to memorize long lists of dates, which having been laboriously mastered, are valueless when they are learned. Generally speaking, chronological relation is much more important than the actual year in which an event occurred.

For instance, for a child to forget the actual date of the abolition of slavery, or of the passing of the Factory Acts is not a great fault. Of greater importance in this connection is that he knows that these things happened early in the 19th century, and that they followed as a result of the Reform of Parliament in 1832.

3. Personal touches have a great attraction for children. "I saw the path up which Gen. Wolfe's men climbed to take Quebec." Then immediately my class become more interested, and the event is to them more real.

"Ethel's grandfather was shot in the leg in a battle in the Crimea." "Don's father got a pension for having volunteered to defend his country against the Fenian raiders." "I know a man who helped to guard the Boer prisoners sent to St. Helena. While he was there, somebody gave him a walking-stick that had belonged to Napoleon." Doesn't the personal element help to vivify past events?

4. Pictures, photographs, picture postcards, coins, souvenirs, etc., are always a valuable help, if obtainable.

5. The use of pictorial and diagrammatic effects help to show chronology and relative importance. Chains, ladders, trees, etc., are helpful to illustrate facts. They make the lesson more interesting, and the facts are more easily remembered.

6. A bare skeleton or a brief B.B. synopsis of the lesson, made during the lesson or after the lesson has been given, is easily remembered and is a form to clothe with words for full answers.

7. It is a good plan not only to give notes of the lessons, but to let the children make their own summaries of the work; in which case it is as well to give them the headings for their summary, e.g.:

Causes
Leaders
Events
Results

It is wonderful how many of our history lessons can be fully discussed under the three headings of causes, events and results.

8. Tabular forms may be found useful.

9. Children should be taught how to use their text books.

(a) How to pick out and retain the essential facts of a paragraph.

(b) How to hunt up information from an index.

(c) How to interpret correctly the illustrations and diagrams given.

(d) How to get chronological relation in the "contents" pages—if such be given in their books.

(e) How to mark their books so as to save time in the future, to show up important paragraphs, and to underline outstanding and "key" words.

And now, ere I cease, may I repeat what I have said once already—"All education makes for character."

May I also give you three quotations:

1. "He alone is great who by a life heroic conquers fate."

2. "The finest fruit earth holds up to its Maker is a finished man."

3. "A king for a beautiful realm called Home,

And a man whom the Maker, God,
Shall look upon as He did the first,
And say, 'It is very good.'"

May we try, in our teaching of history perhaps more than in any other subject, to bring about this consummation much to be desired.

THE AIM OF SCHOOL GARDENING

By Lottie Green

1. To keep our boys and girls on the farm, and to make them realize the farm is a place of opportunities as well as the town or city.

2. Each one has a call to be a citizen of the community. Gardening encourages co-operation, and brings each child near to becoming real citizens and to realize their duties as such.

3. Parents become more interested in the school through gardening, and teacher and parents together awaken a community to something more worth while.

4. Gardening creates a love for nature study, which helps to mould more beautiful characters in our boys and girls.