

FIRST YEAR. Males.—(1) $1\frac{1}{2}\%$. (2) $\frac{11}{16}$. (3) 478; 000473; 473000. (4) 606; £1 2s. 6d. Females.—(1) 60 days. (2) £1674 4s. (3) 8 ac. 1 ro. 30 po. (4) 6d.

SECOND YEAR. Males.—(1) $4\frac{1}{2}$ per cent. (2) £281 3s. $1\frac{3}{4}$ d. (3) £4760. (4) $7\frac{1}{2}$ per cent. (5) 400; 70; 4; 26.6. Females.—(1) 2017790775. (2) $\frac{9}{11}$. (3) $\frac{13}{14}$. (4) $\frac{5}{7}$.

THIRD YEAR. Males.—(1) $11\frac{1}{2}$ d. (2) 4 per cent. loss. (3) 99 $\frac{1}{2}$. (4) £38 17s. 9 $\frac{1}{2}$ d. (5) A, £388; B, £582; C, £776. Females.—(1) 1549795.52. (2) 04545. (3) 19s. 5 $\frac{1}{2}$ d. (4) 13s. 7 $\frac{1}{2}$ d. + 5s. + £1 17s. 9 $\frac{1}{2}$ d. = £2 16s. 5 $\frac{1}{2}$ d.

FOURTH YEAR. Males.—(1) £30. (2) £2250. (3) 18s. 6d. + £2 15s. - $3\frac{1}{2}$ d. + $4\frac{1}{2}$ d. = £3 8s. 6 $\frac{1}{2}$ d.; 6853472. (4) $4\frac{1}{2}$ per cent. (5) 50 per cent. Females.—(1) £450 17s. 3 $\frac{3}{4}$ d. (2) 10 $\frac{1}{2}$ per cent. (3) 325 yds. (4) 300 men.

ALGEBRA.

THIRD YEAR.—(1) $3b$. (2) $x-2$. (3) 2.

FOURTH YEAR.—(1) $2\frac{1}{2}$. (2) $\frac{3}{4}$; $\frac{1}{2}$; $\frac{1}{3}$; 7; $-\frac{1}{2}$. (3) 5, 6.

MENSURATION.

10.15+.

Practical Department.

THE TOPICAL TEACHING OF HISTORY.*

BY JAMES L. HUGHES, TORONTO.

It is a cause of deep regret that so many pupils leave school believing that history is of little use except as a means of testing their memories, in order that bad marks or other punishments may be given for failing to remember. They are usually forced, by the method of treating this subject, to regard it as a confusing collection of dates, names, and events, related to each other only by chronology and the weak linking afforded by the names of rulers alike uninteresting, be they names of kings, emperors, presidents, or governors. Foreign and civil wars, commercial progress, the extension of the influence of the church, political intrigues, international diplomacy, constitutional growth, the development of the people, literary culture, and educational advancement may be found side by side in the same chapter—utter strangers in everything but the accident of having occurred in the reign of the same sovereign. The same old kings who ruled the nations have continued to rule historical writers and teachers until recently; indeed, do still govern the vast body of teachers in their teaching of history. The constitutional, intellectual, and religious development of a nation are served up in scraps as carved by the various kings; great principles, and the mighty movement of true progress, are treated as secondary matters and tacked on as mere ornaments for the coats of successive sovereigns. The rulers with their whims, their physical, mental, and moral peculiarities, and their dates, are allowed to occupy the first place in most school histories, and the genuine work of the world is seen through the crevices between the kings. Events are fitted to the sovereigns, who should have a place in history only as they influenced events. This is a fundamental error in writing or teaching history. Dr. Arnold held that the record of the development of the "race institutions and religion" of a country constitutes its real history, and modern writers and thoughtful teachers are acting in accordance with this principle to a large extent.

A merchant who wishes to learn the results of his business transactions at the close of the year, and to satisfy himself as to the comparative importance of his various trade enterprises, and their

relative influence on each other, might possibly do so by examining his day-book alone, but it would require the labor of months to accomplish what he could do in a few hours by consulting his ledger. Histories are usually merely day-books of the business of nations, and so students read them through and through without remembering clearly the events narrated, their causes, or their immediate or ultimate bearing on any of the departments of national life or progress. The continuous concentration of thought which is so essential in the formation of correct conclusions concerning the effects of national customs or tendencies, is impossible when the attention is distracted by the presentation of so great a variety of unconnected events to the mind. If these events were grouped in ledger form so that they could be taught topically, the student would save much time and be able to make more satisfactory progress. Instead of giving facts relating to all kinds of events promiscuously, as they occurred, and as they would be recorded in a diary, they should be classified under a few leading heads, and the consecutive history of each class during the period under consideration taught independently. The chief elements that go to form the life and true development of a nation should be selected, and the history of each element narrated without reference to the others, except in so far as it is directly related to them. The historical topics should vary slightly for different periods and nations, but the following will generally include all that are necessary: 1. External History, including foreign relationships and wars, the loss or extension of territory, etc.; 2. Constitutional Growth; 3. Religion; 4. Literature; 5. Social Development; 6. Commerce; 7. General Progress.

Before beginning the topical study of the history of a country in detail, it is essential to glance at its history as a whole, and subdivide it into periods by noting the great changes that have taken place during its growth. This may be done in a single lesson, and such a lesson will prove of great advantage to the pupils. It gives them a general idea of what they have to learn; it connects the present with the past in their minds; and, most important of all, it fixes in their memories a connected series of landmarks, about and between which they can readily group events as they become acquainted with them. This will greatly facilitate the learning and retention of the facts of history. It is much easier, and usually more important, to remember that an event occurred during a certain period than that it happened at a certain date. The mere date may be practically unsuggestive, while the association of the event with a certain historic period can scarcely fail to call to mind a series of related facts. The dates which bound the periods should be fixed, and thoroughly learned, and then events should be remembered as related to them. Different teachers may adopt various bases of division in deciding the number of periods into which to divide the history of a country, and the best basis for the history of one nation may be quite unsuited to that of another. It will usually be found best to make the dividing lines between the periods correspond with the dates which mark the great formative eras in a nation's history.

Having thus given a general sketch of the history of a country, and divided it into periods, the teacher is ready to proceed with the filling in of the necessary details. These should be few or many, according to the age of the pupils. Whether few or many however, they should be taught topically. The following are some of the reasons for recommending this course:

1. Events are more easily learned and remembered by this than by any other method. The ease with which impressions are made, and the length of time they remain fixed in the memory, depend chiefly upon the degree of attention given to a subject by the learner. When all conceivable kinds of historical events are re-

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