The Proper Teaching of History

A Most Important Factor in the Training of the Future Citizen,

Chatham, N. B, October 15th, 1909, by Henry Harvey Stuart of Newcastle. Principal of Douglastown Superior

In emphasizing the great importance of the proper teaching of history, both as a separate study and as corelated with geography, I do not attempt to minimize or in any way detrac from the value of other subjects of the curriculum. Arithmetic, algebra and bookkeeping, manual training, physics chemistry and agriculture each provide good training for the mind and furnish the student with knowledge of the greatest value in his after life. The work of geometry and logic in developing and strengthening the reasoning faculty cannot be overestithe intimate relationship between animal and vegetable life, prepares the mind for the early and permanent absorption of the main principles of national government. the theory of Evolution, is an irresistible recommendation for that branch thoroughly understand our own tem of taxation, etc. Deal in same tongue, is useful if the pupil has the way with the Dominion; then, briefly, time to spare; and the learning of some foreign language such as the rickly owed speech of France or Germany of Spain, is highly desirable. But to lay in the student's mind the foundation of good citizenship and to adequately equip him or her for the proper discharge of political duties and the satisfactory solution of urgently pressing problems of a social, industrial and moral nature, the student must be well grounded in the than to any other people, the Greek history, past and present, of his own country and also have an intelligent knowledge of the great historical are to develop our national resources the value of the education which our boys and girls receive in the public schools, and especially upon the carefulness with which they are trained

When a child comes to school, a five or six years of age, he already knows a certain amount of history, quite enough to serve as a foundation much about himself and his own famplace at the present time. He should hour will be largely wasted. then, by any means available, be led to discover facts concerning the be, to teach the rising generation to their present day representatives, if and so be able to substantially imany. The manners and customs of prove the social, moral, industrial and be discussed until the pupils intelligenty understand them. In like manner, but more briefly, the neighboring the teacher to see that the pupil villages should be treated.

When the pupil has had time to

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berland County Teachers' Institute, at cal institutions of the community carry on the work of progress until should be considered, the school meet- every man and woman of the British ing coming first. Here is an excellent race, and of the whole human family, opportunity to initiate the child into has been guaranteed by law and custhe mysteries of representative government. The whole body of rate-payers are the fountain of authority.

They, at their annual meeting, determine the amount of money to be raised by taxation. They elect a central committee of three the transfer of the control of t trai committee of three—the trustees—to hold office for a definite period, and an auditor to see that the money is properly handled. The trustees appoint their own secretary, who does business for them and is directly. business for them and is directly responsible to them. In towns trustees Feudal and with the Celtic custom of dealt with, special emphasis being municipal government, and partly by each clan holding the land in common the provincial government. If the mated. The humanizing effect of children are thoroughly taught the botanical study, which, by showing system of district self government, they will, later on, experience no difficulty in understanding the principles of municipal, provincial and, finally,

After the village has been properly discussed take up the county, teachof education. That physiology and ing municipal government. Then hygiene must be taught goes without consider the province, dealing with saying, and so with English grammar, the origin, peculiar characteristics composition and cognate studies. The and other important facts concerning of the upper portion of the middle pupils' mind should be directed to the acquisition of Latin, in order to more its different nationalities, laws, syswith the British Isles.

Side by side with the teaching of endowed speech of France or Germany the history the geography of the diff-and the commercially profitable one elent sections should be taught, as the topography of a district has much to do with determining the character of its people.

There are many passages in the prescribed readers which are suitable for lessons in Hebrew history. These should be utilized for that purpose because to the Hebrews we swe more and Romans not excepted.

After this preparatory oral course which will take about four years, the crises in the other important countries pupil is ready for the text book. And of the world. The success with which we this is a critical period in the life of the youthful student. Very much and mould our national destiny depends | depends upon the way in which he is more than upon anything else upon allowed to use the text. Learning to recite the text by rote or merely abolition of serfdom and lost their industry have become the richest agrimemorizing names and dates is not studying history.

Although each recent change in our history texts has been an improvement, and the present texts are the best we have ever had, much of what they contain is necessarily so condensed that, unless the teacher, by for future instruction. He knows explanations and additions, clothes many parts in a new dress and breathes ily and a great deal about his neighbors. into them the breath of life, the subject Taking what the child already knows will be dry and uninteresting to the as a starting point, the teacher should average pupil. History can be made take up the outlines of the history of intensely interesting to most pupils if the village. The pupil should be required to give in his own words, correctly is himself interested in what he is tryand nicely, a description of his native ing to teach. Otherwise the history

The purpose of history is, or should earlier settlers and the aborigines and avoid the mistakes of their ancestors, the people at different periods should political system handed down to them by their immediate progenitors. To this end, great care should be taken by thoroughly understands the real condition of the common people in each period and sees the difference between them and their predecessors, on the one hand, and between them and ourselves on the other. British history is admirably adapted for this kind of of Peace, of inhuman betrayals and teaching. The instructor can trace fiendish tortures, Religious Liberty, in the development of Britain's inhabitants up from the time of the Stone has slowly emerged from the depths Age, when our ancestors were savages of the North American Indian type; through the barbarism immediately preceding the Roman occupation, to the introduction of Roman civilization, which was followed closely by Christianity. The tribal system and the grim Druidical religion of the Celts: the strength, discipline and superior refinement of their Italian conquerors; and the merciless warfare with the English invaders, form extremely fascinating topics of study. The distinguishing characteristics of the Anglo-Saxon immigrants-their fierce religion, their riotous habits piratical disposition, trial by ordeal, and other absurd customs, all accompanied, however, by an intense love of liberty and well-developed democratic principles of government which, in spite of the then practice of slavery, and the subsequent enslavement of the masses under the feudal system, finally gave the common papele the feeling that they are the national

[A paper read before the Northum- assimilate this instruction, the politi- hatred of oppression, and desire

to contrast the old system with the -a custom which survived in Ireland for centuries and in Scotland until the fateful battle of Culloden in 1746.

The resurrection of representative government, overthrown by the Normans in 1066, and partially restored by Simon de Montfort in 1265, is a most by being required until 1896 to poss interesting and useful study. The so much property in order to vote for growth of the Commons can be traced members of parliament, and, to this gradually through the reigns, of the day, in order to be eligible as candi-Plantagenets till its temporary over- dates for city, town and county counthrow by Edward IV., and its re- cils. In noting the progress of settleestablishment in 1689, for the benefit ment in Canada's vacant lands, the class, the whole middle class becoming possible dangers of the intermingling finally enfranchised by the Reform of races of different colors and of the Bill of 1832;

The most interesting topic of all is the rise of the lower classes. Up to with the rest of the Empire about 1085 chattel slaves, they became under the Feudal system serfs, liable to be bought and sold with the land, work of the best authors should not be but not off it. Exigencies of the Hun- overlooked. English literature is dred Years war, enabled many serfs to among tee richest in the world. huy their freedom, but the effect of In teaching geography, the pupils this concession was neutralized by the attention should be directed to any which forbade the free laborer (as in and customs of his own country Mexico today) to ask higher wages or and those of the country which is leave his parish in search of work, and being discussed. For instance: empowered landowners to seize idle New Zealand and Australia, all the nen and make them work for the railways, telegraphs and telephone wages set by the parliament, composed are publicly owned, education is free of these same land owners or others and compulsory, the old have pensions of their class. The first rising of the guaranteed, and women have the laborers took place in 1381, when their ballot. In Russia, the original home leaders, Wat Tyler, Jack Straw and of the Doukhobortsi, who by their Rev. John Ball, boldly demanded the communistic system of co-operative lives for their pains, suffering vicari- cultural settlement in Canada, the and, by their death, undermining the mon as anciently in Ireland and Scotfoundations of the hated Feudal sys- land. tem. Then, in I450, comes the rising Direct Legislation by the Initiative of Jack Cade and his fellow workmen, and Referendum. This means that no demanding free elections, and act of the Legislature of that country resulting ir defeat and death for the becomes law until the electors have lar freedom. Then for hundreds of years the working class seemed quiescent and hopeless, but finally concestions of the voters as is required to secure a reference of the voters and the voters are required to secure a reference of the voters and the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a reference of the voters are required to secure a required to secure a required to secure a requir sions were wrung from the rulers and, beginning with the reign of George IV., in 1820, the Statute of Laborers and many other anti-Labor laws, were and many other anti-Labor laws, were were laws and laws are proportional Representation whereby each political party is representation. ions were wrung from the rulers and, and many other anti-Labor laws, were repealed; workmen were finally allowed to organize themselves into unions; the Reform bills of 1868 and 1884 and the County Councils Act of 1898 gave them some share in the government, the reversal of the Taff-Vale decision against Trades Unions in 1906 gave the Unions further legal standing; and the condition of the laborer was still more improved by the Old Age Pensions Act of 1909 and minor enactments.

In Proportional Replacements, whereas in Carlot political party is represented in parliament in the same proportion as its vote received stands to the total vote polled. For instance, aparty securing 5, 10, 20 or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the members of the total vote polled. For instance, aparty securing 5, 10, 20 or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the popular vote elects 5, 10, 20, or 30 per cent. of the members of the total vote polled. For instance, and the total vote polled. For insta

ments.

In considering the religious upheavals and persecutions, the pupil should be led to see that, through all the centuries of religious strife, of bloody wars waged in the name of the Prince of Peace, of inhuman betrayals and fiendish tortures, Religious Liberty, in the British and many other dominions, has slowly emerged from the depths of the core of the co of the ocean of popular discontent, and now men are allowed to worship

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s their consciences dictate.

Concurrently with the gradual en-franchisement of the small landowners and better-paid workers, goes the decay of the rule of the great landowners represented by the House of Lords, the present political develop-ments in Britain presaging an alliance of the middle class capitalists (Bour geoisie) and the wage-working class (Proletariat) to wipe the House of Lords out of existence.

In studying British history, such mportant chapters of the contempor ary history of other nations as the rising of the Gallic peasantry of France again + their Frankish masters in the war of the Jacquerie in 1358; the French Revolution of 1789; the European revolutions of 1848; the Russian Revolution of 1904, still going on; the revolutions of 1908-1909 which resulted in the establishment of representative government in Turkey and Persia; and that which is peacefully

little text on Canadian history be placed upon the struggle of the com mon people against the Family Compact for equal political rights and the partial success of the popular side when Responsible Government (socalled) was obtained in 1848, leaving, however, the masses still handicapped risks Canada should assume if she should sever her connection too soon

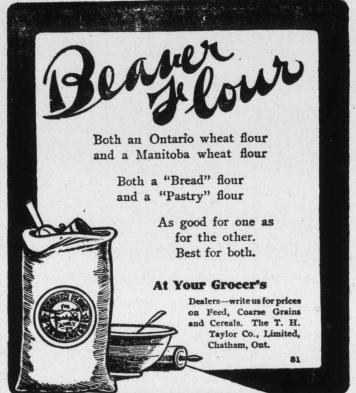
In the history of both Britain and Canada the educative value of the

nfamous Statute of Laborers in 1348, marked difference between the laws ously, however, for their comrades, land of the peasantry is held in comeaders, but still a great gain for popu- had a chance to demand its submis

the so-called Republics, of which men like Porfirio Diaz may be life-long dictators, are no improvement on the monarchies of Latin Europe, showing that a change of name does not necessarily imply a change in character.

The teacher should familiarize his pupils with the basic principals of, and fundamental diffdrences between, all the different political parties seeking the support of the electorate. He can do this without inflicting upon his charges his own personal views and predilections. He should place the facts within the pupils reach, leaving them to draw their own conclusions.

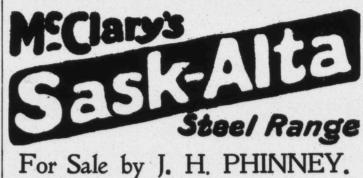
Thus, by skilfully leading the student to discover what kind of people he sprang from, by what steps his ancestors slowly and painfully ascended the scale of intelligence and civilization, and how other great peoples have dealt with similar problems, the teacher can develop in his pupil that quality of true patriotism which will enable him when grown 40 do his port quality of true patriotism which will enable him when grown to do his part in bringing about the early realiza-tion in our national life of the inspired visions of the generally despised and rejected prophets who have endeavourrejected prophets who have endeavour-ed in the past and are, in this and many other lands today, endeavoring to lead the plain common people—the heart and the sinew but, alasi not yet the dominating brain of the nation— to a high-r, nobler and happier stand-ard of existence than has ever yet been reached.





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