

4. By teaching topically, the teacher develops the reasoning powers of his pupils, and trains them to read history intelligently after they leave school. It is most desirable that students of history should be led to trace causes to effects. The facts of history are of little value as information merely; the lessons to be drawn from them are of great value. When teaching topically, events are not presented as of value in themselves, but as elements which together produce certain results. The attention of the pupils is also confined to one leading topic at a time, instead of being distracted by the consideration of several unconnected matters, and they are therefore enabled more clearly to see the intimate relation of cause and effect. They will thus soon recognize it to be a study of great utility, and will cease to regard it as a mere test of memory.

The following lesson is given as an example of topical teaching. It may also be of service to teachers, as most text-books on Canadian history omit to deal with the subject:

#### CONSTITUTIONAL CHANGES IN CANADA DURING THE BRITISH PERIOD.

The following is a summary of the changes and advances made under the British:

1. Military Government, 1760 to 1764.
2. Government by English Law, 1764 to 1774.
3. Government under the Quebec Act 1774 to 1791.
4. Government under the Constitutional Act, 1791 to 1841.
5. Government under the Union Act, 1841 to 1867.
6. Government under the British North America Act, 1867—present.

1. **Military Government, 1760—1764.** During most of this period Canada was an English province only by right of conquest, so that *French* laws were administered by Gen. Murray, commander-in-chief of the British forces.

2. **Government under English Law, 1764—1774.** When the King of England assumed possession of Canada formally, he appointed a Governor and Council to administer *English* laws in it. The people had nothing to do with framing or amending these laws. Their duty was merely to submit to them. The enforcement of English laws on a French population naturally caused much irritation. Some remedy had to be provided, and after securing careful reports, the British Parliament generously passed the *Quebec Act*.

3. **Government under the Quebec Act, 1774—1791.** This substituted *French* for English law in all but criminal cases, and removed the prohibitions against the holding of State offices by Roman Catholics. It gave great satisfaction to the French, and equal dissatisfaction to most of the English in Canada. The number of the latter was soon augmented by the coming of the *United Empire Loyalists*. The agitations of the British settlers for a change led to the passage of the *Constitutional Act*.

4. **Government under the Constitutional Act, 1791—1841.** This Act divided Quebec into *Upper* and *Lower* Canada, for the *English* and *French* respectively, and recognized to a certain extent the right of self-government. Each province had a Lieutenant-Governor, a Legislative Council, and an Assembly. The Governor appointed the Council, the people elected the Assembly. No Act of Canadian Parliaments became law until it received the approval of the King of England. Of course the Lieutenant-Governor and the appointed Council were the disallowing parties in reality. They had it in their power to neutralize the decisions of the representatives of the people. This gave rise to serious abuses, and a large section of the people in both provinces strongly opposed the exercise of controlling power by irresponsible advisers of the Crown. The struggle for **Responsible Government** led to rebellion in both Upper and Lower Canada, and brought about the union of the provinces. The British Govern-

ment sent out Lord Durham as Governor-General and Lord High Commissioner, in 1838, to enquire into the condition of affairs in Canada. He did not remain long in the country, but his report to the Imperial Parliament recommended the confederation of the provinces, and the introduction of the principle of Responsible Government. This report led to the union of Upper and Lower Canada in 1841.

5. **Government under the Union Act.** This lasted 26 years, from 1841 to 1867. The Union Act granted the advantages of **Responsible Government**. The advisers of the Crown must now have the support of the majority of the representatives of the people. Race jealousies, however, and other local causes, ultimately rendered the harmonious working of the two provinces impossible, so the wider scheme of **Confederation** was brought about.

6. **Government under the British North America Act.** This came into force on **Dominion Day**, July 1, 1867, and continues in force till the present time. It gave a Governor-General and Parliament for the Dominion, and a Lieutenant-Governor and Local Legislature for each province. The Dominion Parliament consists of two Houses—the *Senate* and the *House of Commons*. The members of the former are appointed by the Governor-General, on the recommendation of the *Ministry*; those of the latter are elected. The Ministry is responsible to the House of Commons, and must have the support of a majority of its members.

#### ORAL LESSONS IN LANGUAGE.

##### FIRST YEAR IN SCHOOL.

For language lessons for the first year in school, the objects with which children are already partially familiar furnish abundant material. A few conversational lessons, similar to that outlined above, to enable the teacher to study the children while the children learn how to go to school, may be followed by familiar talks about the objects in the school-room. As the chief use of these early lessons is to get the children to express what they know, the objects chosen should be such as they have seen elsewhere; as the table, the chair, the door, the windows, or the clock, rather than the blackboard, the crayons, or the desks. To name the object, to speak the name plainly, to tell where they have seen something like it before, to tell what it is for, to tell the color of it, and anything else they can about it, may be quite enough for one lesson. In general, without limiting freedom of expression, it is better to have a plan for the lesson: as,—

1. The name of the object. Drill on the pronunciation of the name.
2. How many have seen any other or others like this. Where? A question which will elicit in answer the name (if not too difficult) of more than one.
3. What people have them for, or do with them, or of what use they are.
4. Color, very large or small, like or unlike others which they have seen; why others did not look like this.
5. Questions which elicit in answer the words of the lesson upon which they need to be drilled.
6. A simple home-task to cultivate perception and comparison, as, if the lesson has been about a chair, to look at the chair in which baby is rocked to sleep, or the chair in which the little brother or sister sits at table, and tell about it to-morrow.

**Cautions.** 1. Avoid objects whose names the children could not articulate.

2. Avoid teaching or using many new words.

3. Use very simple and pure English. If a child errs in speech, either restate his fact without remark, or say, "Yes, that is true." I would say, ".....," putting it in better form. Or, agree with