

## BEGINNINGS IN HISTORY

The problem of making the history course in the public school more interesting and more profitable was discussed by Supt. A. White of Brandon in the January number of the "Journal." In that criticism, which to my mind was timely and well placed, some very valuable suggestions were given. There is, however, one other point that I think should receive greater emphasis, and that is the introductory work. I am inclined to believe that the lack of interest in the subject is due in no small degree to the way history is begun. If a teacher introduces the subject after the manner suggested by our curriculum it is hard to see how the pupil is to arrive at any intelligent idea of what he is doing, or how any degree of interest is to be aroused.

Could we not very profitably spend what time we can give to it, in Grades IV. and V., in getting acquainted with the subject in a more general way rather than in trying to master a certain section of a text book? Pupils, before leaving Grade IV., could be familiarized with many of the most interesting stories in history. These might be selected from Hebrew, Trojan, Greek, Roman, and Modern History. A series similar to that given below could be covered in Grade IV. without adding any great burden to the work of that Grade. Such a course, well presented, would prove most interesting and would do much to broaden the pupil's ideas of the world and its inhabitants. Little difficulty would be met by any teacher in securing these stories, since there are so many excellent historical readers on the market.

With this amount of work covered before leaving Grade IV. it would not be too much for a Grade V. class to cover the entire British history in story form, and at the same time get a fairly complete and workable outline of the whole. Care would, of necessity, be taken at this stage to keep a well connected story throughout, and to group events and ideas as far as possible about great characters.

By this arrangement no text book, as such, would be placed in the hands of the pupils in these grades; no attempt would be made to master a certain portion of the history; but the pupils would have a more general idea, a broader outlook, and perhaps most important of all, a greater interest in the subject.

## Suggested List for Grade IV.

Joseph and his Brethren; Helen of Troy; Pheidippides the Runner; Romulus and Remus; Horatius and the Bridge; How Julius Caesar came to Britain; Boadiceae; Alfred the Great; How the Normans won England; Richard at the Crusades; The Children's Crusade; Thomas Becket; Robin Hood Stories; Robert Bruce; Little Prince Arthur and King John; The Black Prince; Joan of Arc; The Princes in the Tower; Columbus; Spanish Armada; Sir Walter Raleigh; Gunpowder Plot; Oliver Cromwell; Plague and Fire of London; Bonnie Prince Charlie; Wolfe; How Canada was Won; Captain Cook; Wellington; Nelson; David Livingstone; The Good Nurse; Gladstone; Lord Roberts.

## AN "AVERAGE" TEACHER

By A. W.

It would be an educational achievement of supreme importance if teachers could be brought to a realization of the immense difference between an average teacher and a really good one. The more one sees teachers at work the more

the truth of the above statement is impressed.

This fact in itself would be of little interest or little value but for the fact, as it seems to me, that the vast majority of these "average" teachers could, by