

the winner doubled his money. How much had each at first?

A. MONTGOMERY, Glengarry.

2. If *A* tells 2 truths to 3 falsehoods, *B* 7 truths to 3 falsehoods, *C* 8 truths to 3 falsehoods, and *D* 11 truths to 5 falsehoods; what will be the probability of an event being true, or false, that *A* and *B* affirm and *C* and *D* deny?

3. From *Ray's New Higher Arithmetic*:—My lot contains 135 sq. rds., and the length is to the breadth as 5 to 3; what is the width of a road which shall extend from one corner half round the lot, and occupy $\frac{1}{4}$ of the ground?

L. B. FRANKER, Fayette, O.

R. J. McLAUGHLIN, Norland, and F. T., Wicklow, have sent in correct solutions of Prob. 1 of last issue (Alligation question), obtaining for result 3 sheep, 15 lambs and 2 kids.

D. R. BOYLE, W. Arichat, C B. Several solutions of the problem you enquire concerning will be found in the CANADA SCHOOL JOURNAL of May, 1880, under the caption "A Celebrated Theorem."

Practical Department.

TEACHING HISTORY TOPICALLY.

BY JAMES L. HUGHES.

A large proportion of pupils leave school believing that history is but a means of testing their memories, in order that bad marks or other punishments may be given for failing to remember. They have been forced to regard it as a heterogeneous mixture of DATES, names, and unrelated events. There is no bond between these events, as they are usually taught, but chronology, and the miserable linking afforded by the names of rulers, alike uninteresting be they names of kings, emperors, governors, or presidents. Foreign wars, civil wars, commercial progress, the extension of the influence of the church, political intrigues, the development of the people, constitutional growth, 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 about the same time. The same old kings who ruled the nations have continued to rule the historians and teachers until very 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 dished up in scraps as carved by the various kings; great principles, and the mighty movements 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 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 appear in history merely as they influence 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 constituted its real history, and modern writers and thoughtful teachers are acting on this rule.

The most reasonable method of teaching this subject is to select the leading factors of the life and development of a nation, and to carry on the history of each factor consecutively, without reference to either of the others, except in so far as it has a direct influence upon the one under consideration. In order to do this more effectively, the teacher should, first, in a single lesson, give his pupils a "bird's-eye view" of the whole history to be studied, that they may have a general idea of the subject in its leading features. In this lesson he should fix in the minds of his pupils the great central points of the subject, so as to divide it into periods. These periods may

be marked out according to the views of the teacher, but for practical purposes it will be found best to make the dividing lines correspond with the formation periods in the growth of the country. In Canadian history, for instance, these periods might be

1. Indian 1001 ... to ... 1534.
2. Discovery..... 1001 ... to ... 1534.
3. French 1535 ... to ... 1763.
4. English..... 1763 ... till present.

The English period should be again subdivided as follows.

1. From the Conquest ... 1760... to the Separation 1791.
2. " Separation ... 1791... " Union 1841.
3. " Union 1841... " Confederation ... 1867.
4. " Confederation 1867.. till the present time.

The dates given are essential, and when learned they serve as guideposts for the location of the events to be learned afterwards. These periods will then become "pigeon holes," into which the facts of history may be arranged as documents are in a well-ordered office.

Having given a general idea of the history of any country, and its natural division into periods, the teacher is ready to proceed with the filling in of the necessary details. These should be many or few according to the age of the pupils. Whether many or few, however, they should be taught *topically*. Instead of presenting facts relating to all kinds of events promiscuously, as they occurred, and would be recorded in a diary, they should be classified under a few leading heads, and the consecutive history of each class given during the period under consideration. This method is recommended for the following reasons:

1. *Events are more easily learned and remembered than if taught by any other method.* A merchant who wishes to learn the results of his business transactions, and the progress of his various trade relationships at the close of a year, 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 the Day-books of the business of nations, and so students read them through and through without either remembering clearly the events related, their causes, or their immediate or ultimate bearing upon any of the departments of national life and progress. The events of history should be grouped in Ledger form, or, in other words, taught *topically*; and as with the merchant, so with the student much time will be saved, and much better results obtained. The historical topics, or "Ledger headings," would vary slightly with different periods and nations, but the following will generally include all that are necessary: 1. External History or foreign relationships, wars, &c.; 2. Constitutional Growth; 3. Religion; 4. Literature; 5. Commerce; 6. General Progress.

2. *The teaching of one department of the history of the world facilitates that of every other department.* The events immediately connected with any one of the topics named will have a bearing more or less direct on some, if not all, of the others; so that when the External History has been taught, the Constitutional or Religious History of the same period may readily be fitted to it. Each additional topic taken up paves the way for the more easy learning of those which are to follow.

3. *When one department of the history has been taught, the teaching of each successive department reviews the work that has been done.* The connection already pointed out between the several topics necessitates this reviewing. It is done, too, in accordance with one of the most essential though most neglected principles of the science of education; it is done *incidentally*. The reviewing is done not as a formal lesson, but in natural connection with the teaching of new work, as an essential part of that work. The importance of this fact will be clearly seen by those who have given due attention to the philosophy of education.