

## THE TEACHING OF HISTORY

The teaching of History is one of the most difficult problems that the teacher in the ungraded school has to deal with and one which is very important.

We are told that "Education is the preparation for complete living." Surely this must include a study of the lives and deeds of those who have gone before us. Then we must consider just how this subject can be presented to the child in such a manner that he will like it and become interested in it.

Our present textbooks on History provide very little material that will appeal to the imagination of the child. Our textbook on Canadian History is mostly a succession of facts and these not very well connected. No attempt is made to tell the story in an attractive form. To overcome this difficulty the teacher must spend a great deal of thought on the preparation of the lesson, and endeavor to arouse the natural curiosity and interest of the child.

Our curriculum requires that we begin teaching history to the class when they have attained the third grade. I begin by teaching the children the story of Columbus. We spend from two to three weeks on one story, taking a part each lesson and at the end of each period getting the children to tell the story back to me. In this grade I do not use maps, but I find that good method to arouse interest in young children is the use of pictures. We all know that it is easier for one to remember what one sees than what one hears. Pictures make a story seem very real to the children and they will ask questions and get more real information from a picture than from anything a teacher can tell them.

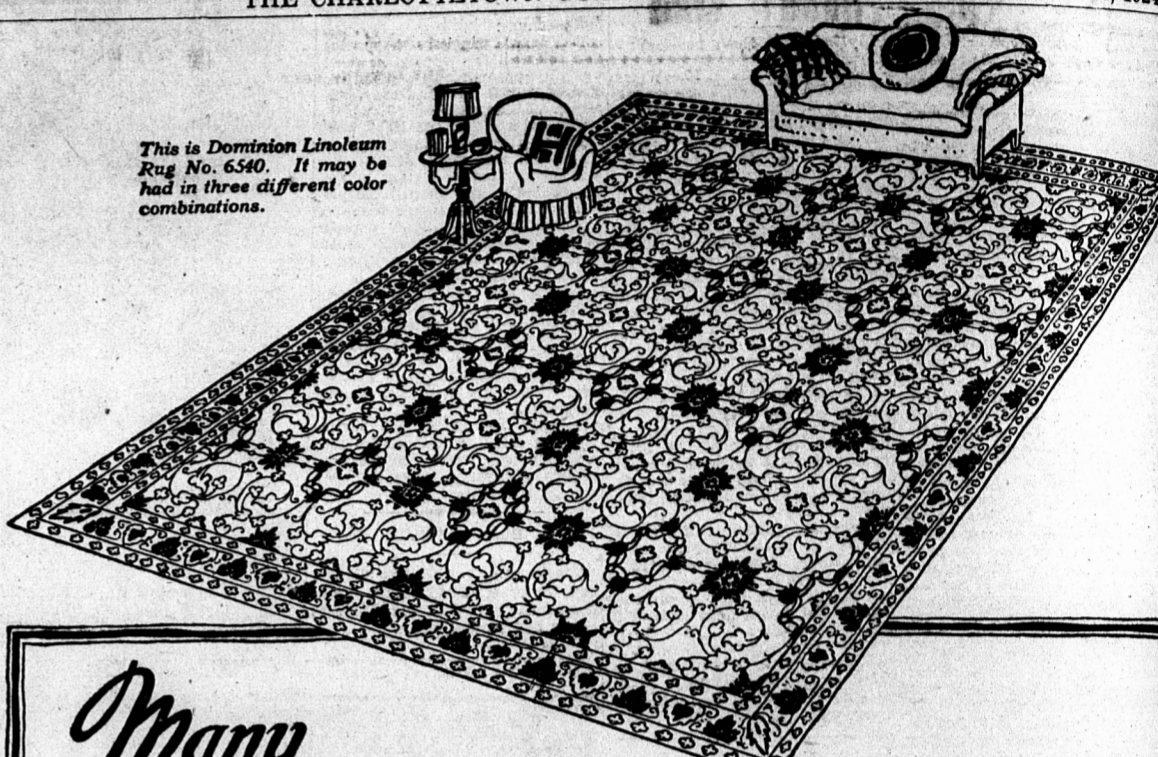
We can obtain Perry pictures of historical scenes at a very small outlay and use them in connection with the lesson. We put these pictures over the blackboard or perhaps at the rear of the classroom to hide some unsightly corner. During the period used for the teaching of the story of Columbus these pictures will show Columbus' boyhood, Columbus before Isabella, Columbus setting sail, the landing in America and similar scenes. As the lesson proceeds the children will be able to tell me what each picture means and the story of it in their own words. The stories of the Cabots, Cartier, Champlain, Coeur and others would be treated in the same way.

When we come to grade four the children are familiar with the stories of the early explorers, and we now begin to associate them with the early development of the country. I now use the textbook but only as a guide. The teaching is done by drawings on the blackboard and pictures. I find that a great deal of the success in later grades depends upon the way this subject is understood in grades three and four. Without a good foundation it is not possible to obtain the desired results in later years.

Beginning at grade five, I take up the study of maps. The pupils become familiar with a territory very quickly when they watch the teacher sketch it step by step on the blackboard. Maps are indispensable instruments in teaching History. In this grade I teach by topics, using the textbook as a guide and reference and telling the stories to the children as in former grades. The children now have their own notebooks in which they sketch the maps from the blackboard along with extra information as seat-work after the lesson. Each individual pupil should draw maps, clumsy though they may be, so as to be able to grasp the topographical aspect of the different countries. I teach grade six in the same manner. A lesson period once every two weeks should be spent in review. This work is very important in the earlier grades as the idea does not become fixed in the mind as in the later grades.

In grades seven and eight I leave a great deal of the work to the pupils themselves to do. For example, we are studying the war of 1812. After a talk with the pupils on each year's campaign I sketch a map of the territory on the blackboard. Beside the map I write—Causes, one, two and three, leaving blanks for the pupils to fill out on their notebooks. With white chalk I write First Year's Campaign, and mark the scene of each battle by an X, but do not write the names. This is for the pupil to do. Next lesson I mark the Second Year's Campaign in blue chalk in the same manner and the pupils do the remainder of the work on their notebooks. Similarly I mark the Third Year's Campaign in red chalk. The teaching of History should be completed by the end of the eighth grade. In grades nine and ten the time should be spent on review. Questioning, so important in all grades, is of great value now, as the teacher is endeavoring to obtain from the pupils the knowledge which they have accumulated in the previous grades. The text book is only an instrument in the child's hands. Michael Angelo would never have carved "Moses" without instruments, still we would not ascribe the statue to the chisel but to the sculptor. So our little Canadian History is only a book that must be carried and embellished to bring to the children the ideals and aspirations of our great Canadian Confederation.

These are some footlights that might help to brighten up the History lesson



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and awaken the sympathies, loyalty and patriotism of our children.

For the Period of Discovery we could have the children memorize "Columbus" by Lowell or Miller. For the Period of Colonization and Conquest, cuttings from Evangelist, Canada, by Roberts and other poems. It should be ultimate aim to make History a vitalizing element in our school room, and this can be done by making the great men of our textbook live again in the mind and in the eye of our children.

ISABEL MacDONALD.

### Etiquette

#### BRIDE'S MATRON OF HONOR

The matron of honor enters the church just before the bride. If there are bridesmaids, she follows them. During the ceremony she stands at the bride's left in readiness to hold her bouquet and gloves, and arrange her veil gracefully when she leaves the altar, though the latter service must be performed almost imperceptibly.

The flower girl walks between the matron of honor and the bride. The bride's mother will be seated in the church before the bride enters. Seats on the left are reserved for the bride's family, on the right for those of the bridegroom. The bride takes her father's right arm going up the aisle. Her father leaves her at the bride-

groom's left hand and steps back a pace or two to the left, remaining standing until he gives the bride away when he seats himself beside his wife in the front seat on the left side of the aisle.

#### WEDDING RECEPTION.

For a church wedding with about fifty guests, relations being numerous, and reception in the church parlor, serve afternoon tea—sandwiches, perhaps a chicken or fruit salad, ice-cream, cake, tea, coffee, and candies. These are passed to the guests as they sit or stand. Bride and bridegroom are not seated either, but for comfort a number of seats are in the room. If the invitations are given verbally invite the organist and his wife in the same way. Best wishes.—Hostess.

#### WEDDING BREAKFAST.

For a substantial breakfast have strawberries and cream as a first course, followed by ham, with chicken in croquettes or prepared in some other form, mashed or creamed potatoes, hot rolls split and buttered, muffins or pop-overs, tea and coffee. War-fles with maple syrup might be added if you wish something more, or strawberry shortcake. If the latter is used have some other fruit than strawberries for the first course.

#### IN THE WEDDING CAKE

Sometimes, according to time-honored custom, there will be in the wedding cake a thimble, a coin, and a ring.

The person who finds the thimble in his or her piece of cake is doomed to bachelorhood or spinsterhood. The one who finds the coin will be wealthy and thrice blessed indeed will be the proud finder of the ring—symbol of a marriage soon to be!

#### A CLIMB

"We each have demanded of the other state of mind of early courtship. Impossible and—undesirable. Courtship is a dead-level. Marriage is a climb, with development and achievement all along the way."

#### A POPULAR EXPRESSION.

A charming farewell from child lips or even from an adult to a child "Bye-bye," used between adults is a miserable expression. Yet it is often heard at the telephone or in closing a conversation elsewhere. Just how it attained a certain amount of popularity is a matter for wonder, but where it is employed the users will gain by discarding it.

#### SOCIAL USAGES

When one of two women walking together is stopped by an acquaintance who wishes to speak to her it is usual for the other one of the two to stroll on. If she does not do so it is more pleasant if introductions are made. When a fork is used for meat and vegetables it is held in the left hand, prongs down. Meat is cut just a bit at a time as it is eaten, and the knife and fork are held until the plate is cleaned. Then they are laid in the

centre of the plate, knife blade toward the fork, fork with tines up, with handles resting on the edge of the plate. It is never correct to rest on the table. The best way to give the knife and fork proper handling is to allow the end of the handle to rest in the palm of the hand. The only time that the fork is used in the right hand is when it is employed alone in partaking of soup, pudding, etc., though the correct method that is to use a pudding spoon with the fork, the latter being held in the left hand, and the pudding eaten from the spoon. General rules for table are to partake of food quietly and without hurry, to use a tidy plate, not to play with utensils, to sit quietly and without leaning on the table.

### DISTEMPER

A tablespoon of Minard's in cup of molasses mixed with the brush mash will give quick relief.

