

ENGLISH HISTORY.

Twelve marks for each question.

1. Who were the Saxons? What changes did their invasion make in England? What changes did the Norman conquest make?
2. Name a good king of England and also a bad one, and tell some things the former did that were good for the people, and some the latter did that were bad for them.
3. What were the chief events in the reign of Henry VIII?
4. What were the causes that led to the setting up of the Commonwealth?
5. What have been the chief events in the reign of Victoria?
6. Write short notes on any four of the following:—Magna Charta, Court of the Star Chamber, The Petition of Right, The Habeas Corpus Act, The Declaration of Rights, The Reform Bill.



THE DRY-ROT CODE.—We have been favored (says *Funny Folks*) with a copy of a Board school Inspector's report under the New Code, which is now agitating the Board school teachers all over the country. For obvious reasons we suppress the name of the school to which the report refers:—"As compared with the last two years, a falling off is to be noted in the results. The infants in arms are especially weak in the multiplication table, no less than fifteen failing in giving a correct answer to eleven times eleven. The explanation given that these fifteen were 'bottle' babies is scarcely satisfactory. Algebra still requires more attention in the two-year-olds. I have also to report that in one of the exercise books I found three caraway comfits, showing that the discipline is somewhat lax. The four-year infants appear to be well acquainted with the dimensions of the fifth space, but I should recommend a closer study of 'Newton's Principia.' I am sorry to report unfavorably of the physiology of the five-year-olds, several of whom failed to appreciate accurately the distinction between the interior medullary filaments and the ganglionic centres. The chemistry in the six-year boys was fairly good, but I regret that there seems to be some uncertainty as to the composition of such elementary combinations as chloride of ethylomethylamylphenylammonium. I am pleased to find that occupation has been found for the sixth standard boys—who have mastered every department of human knowledge—in slate-pencil sharpening drill. Out of fifty points I could only find one which differed to an appreciable extent (.000002 of an inch) from the standard. It is to be regretted that the number of boys drafted off to the Asylum for Idiots shows no decrease. To obviate this I should recommend a revision of the Code, which certainly requires to be made much more difficult and complicated than it now is."

"I WILL STAY."—In a Memphis graveyard is buried a young hero. He was a pilot on board a White River steamboat. The boat caught fire while he was at the wheel. Seeing that to land against the bluff bank opposite to the boat would cause the loss of many lives, he headed the steamer for a sand-bar some distance away, where all could be saved. The flames came nearer and nearer the pilot-house. He was urged to fly, but answered, his hands grasping tighter the spokes of the wheel: "I will not go. If I go nobody will be saved; if I stay, no one will be lost but me, I will stay." And he stood by the wheel till the boat grounded in the shallow water on the bar. The flames had closed around the pilot-house, and in escaping through them he was fatally burned. Of the two hundred persons on board, his was the only life lost. "The history of Mississippi piloting," says Mark Twain, in his "Life on the Mississippi," where he found this anecdote, "affords six or seven instances of this sort of martyrdom." "But," he continues, and the noble fact is worthy of the italics in which he puts it, "there is no instance of a pilot deserting his post to save his life, while by remaining and sacrificing it he might secure other lives from destruction.—*Youth's Companion*."

The law of the association of ideas is, as yet, as far from accomplishing those beneficent ends for which the Creator implanted it in the human mind, as steam was on the day when the Marquis of Worcester caught the idea of its power, from seeing it throw off the lid of a tea-kettle, and before Savery, Newcomen, Watt, and Filton, made it dig coal, weave cloth, grind corn, and bring all nations and continents into one small neighborhood.—*Horace Mann*.

Practical Department.

PEDAGOGICS.

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Perhaps I cannot introduce my theme better than by quoting a few passages from the chapter on Pedagogy in Sartor Resartus. Teufelsdröckh says: "Of the insignificant portion of my education which depended on schools there need almost no notice be taken. I learned what others learned and kept it stored by in a corner of my head, seeing as yet no manner of use in it. My schoolmaster, a bent-down, broken-hearted, under-foot martyr, as others of that guild are, did little for me except discover that he could do little." And again he says: "My teachers were hide-bound pedants, without knowledge of man's nature or of boy's, or of aught save their lexicons and quarterly account books." "Innumerable dead vocables they crammed into us and called it fostering the mind." When Teufelsdröckh passed up into the University he did not find things much better. "The Hinlerschlag professors," he says, "knew syntax enough, and of the human soul this much, that it had a faculty called memory and could be acted on by the muscular integument by application of birch rods."

This criticism on old-time teachers and systems of teaching by Carlyle may be over severe when applied to present-day systems, but I am inclined to think that there is enough sober truth in it to command the serious attention of Educators. The criticism has force to-day. We are in the habit of eulogizing our educational system. We chant its praises on all possible occasions. With pride we point out the schoolhouse to the stranger or visitor. And yet it may be that our eyes, like lovers', are blinded to the radical fundamental defects of the much be-lauded institution, and the sharp stinging criticism of a grim Carlyle is needed to open our eyes and direct us to amendment.

There is in the minds of the thoughtful to-day a growing discontent with the results of our educational system. Thoughtful, practical, utilitarian men are questioning the usefulness of our public and high-school system. They are dissatisfied with the quality and the quantity—the fruit the tree yearly yields. The most radical critic would not cut the tree down as a cumberer of the ground, but they do not hesitate to speak of it disparagingly and say it gives a poor return for the labor and time and wealth bestowed upon it. There is reason for the affirmation that there is a great waste of energy and misdirection of effort in our much praised system of education. A successful business man not long since said, "I have sent my son to school for seventeen years: he has graduated with honor at one of our most noted universities, and now he does not know how to do anything." Another father testified his appreciation of the systems in vogue in this way. He said: "I put my son through the public school, high school, university, and now all I can say of him is what Aaron said in defence of his making an object of idolatrous worship for the people, 'I put in the gold and there came out this calf.'" A recent writer after reviewing the history of educational systems, says that schoolmasters are still spending their best energies in teaching subjects which have been universally condemned by educational reformers for the last 200 years. These criticisms outline the truth of thought on this subject in the minds of many to-day. They also indicate the direction of permanent practical reform. The signs of the times lead us to believe that the world in the days to come will have a more rational theory of education than it has had in the past. Chairs of education, where the science of education will be studied and taught, have recently been established in the Scottish Universities. In