

11. Explain why a candle will burn in a wide-mouthed jar, but not in a bottle with a narrow neck.
12. Distinguish between *vertebrate* and *invertebrate* animals. Name the different classes of the former with typical examples of each class.
13. Name the parts of a plant commonly called the "Organs of Vegetation," and describe the duties of each.
14. Mention some of the uses of trees and plants. Which are most useful for food? for clothing? for building houses or ships? for furniture?
15. Give a short sketch of the life history of any one of the following: The butterfly, frog, grasshopper, bee.
16. State as fully as you can the effects of the use of alcohol upon the human system.

## BRITISH AND CANADIAN HISTORY.

1. Name the Sovereigns of the House of Stuart, with the dates of their accession; mention one or more important events in the reign of each.
2. Tell what you know of the following personages: Simon de Montford, Perkin Warbeck, Titus Oates, Lord Clive, The Black Prince.
3. Briefly describe any one of the following: The Indian Mutiny; Trial of Warren Hastings; Gunpowder Plot; South Sea Bubble.
4. Mention the chief events in the reign of (1) William I; (2) Henry III.; (3) Henry VIII.; (4) George III.
5. Write a note on the settlement of Halifax.
6. Give dates for the following events: Establishment of Responsible Government in Nova Scotia; Massacre of LaChine; Founding of Quebec; Dominion of Canada formed; Capture of Beausejour; P. E. Island separated from Nova Scotia; D'Anville's Expedition; Battle of Lundy's Lane; Founding of Montreal; Incorporation of Halifax; Province of Manitoba organized.
7. State what you know regarding the history of Port Royal.

## Shakesperian.

The study of the works of Shakespeare forms one of the interesting pursuits of Principal A. Cameron's pupils in English literature at the Yarmouth Seminary. Some years since Mr. Cameron communicated to *Shakesperiana*, a monthly magazine published in Philadelphia, the substance of a discussion conducted among the members of his class, chiefly young ladies, concerning the interpretation of a line in the "Merchant of Venice," which runs as follows:

"And yet a maiden hath no tongue but thought."

On inquiring of the editor of *Shakesperiana* as to whether there were any generally accepted interpretation of the line, the views of several members of Mr. Cameron's class were presented. The first interpretation offered was that the speaker (Portia) felt herself restrained from declaring her affection through modesty and social conventionality. A second suggestion was that the meaning might be that "a maiden speaks just what she thinks — tells the plain

unvarnished truth." The third interpretation suggested was that Portia thinks thoughts which she would like her lover to know, but is unable to clothe them in speech — as expressed by Tennyson:

"Oh that my tongue could utter,  
The thoughts that arise in me."

These diverse views were illustrated with a considerable wealth of apt quotation from famous poets and writers.

Mr. Cameron was naturally and justifiably gratified to find that Dr. Horace Howard Furness, in his great work "The Variorum Shakespeare," in the noble volume devoted to a study of "Merchant of Venice," had fully reproduced the discussion of his Yarmouth Seminary class of 1885. Dr. Furness is known as the most distinguished living Shakespearian student and his edition of Shakespeare as a masterpiece of scholarship and criticism. Dr. Furness closes his observations on this line as follows: "In the interesting discussion in *Shakesperiana*, I should be inclined to think that the first interpretation offered is the true one."—*Yarmouth Paper*.

## Manual Training.

At the risk of being accused of having an educational hobby, I will, for the third or fourth time, point out that our city boys are losing ground in the struggle of life on account of defective manual training.

Country boys have the advantage of a double training. In common with city boys they undergo the more or less artificial discipline of the school. But they also have that more natural training in which the hand and the head work together. Their inventive and executive powers are called into exercise in building fences, removing stones, constructing sheds and a hundred other things quite as mind-developing as parsing and the learning of historical dates. In their leisure hours they are studying natural history from the live specimens while scouring the meadows and woods in search of amusement.

What the country boy enjoys in the way of training hand and eye to be the true servants of the mind; what he enjoys in the way of opportunities and incentives for making the mind itself the real master of life through a well-round and harmonious development of all the powers, through the creation of the spirit of self-reliance, through the exercise given to the constructive and executive faculty is almost infinitely greater than that which falls to the lot of the unhappy city boy of to-day. Out of school what has the latter to do with himself, his time, or the energy given him, as we are wont to say for some