

of the House of Lords, to the lofty and animated eloquence of Charles, Earl Grey, are able to form some estimate of the powers of a race of men among whom he was not the foremost.

1. What is the main subject of this paragraph? What are the chief subordinate subjects? (*Value 5*).

2. Show, how, in the above extract, the author observes the principles that govern the construction of a paragraph, with especial reference to its (a) unity, (b) continuity, and (c) variety. (*Value 8*).

3. Account for the reference to the culprit and his accusers in the first sentence. (*Value 2*).

4. Account for the order of the personal descriptions. (*Value 5*).

5. Why does Macaulay consider it necessary to explain the absence of Pitt and Lord North? (*Value 2*).

6. Why are the names of Windham and Earl Grey introduced each after the description of the man himself? What name is given to this device? (*Value 3+1*).

7. Show, in each case, the effect of the repetition of "his," ll. 13 and 14; "English," l. 19; "There," ll. 18, 19 and 24; and "British," ll. 37 and 38; and of the use of "the ingenious, the chivalrous, the high-souled," ll. 27 and 28; "unblemished," l. 35; and "culprit, advocates, accusers," l. 39. (*Value 2 × 7 = 14*).

8. Explain the exact significance of the description, "the English Demosthenes and the English Hyperides." (*Value 4*).

9. Criticise the form of ll. 19-24. (*Value 2*).

10. Contrast the effect of the last sentence in the above extract with that of the following one, accounting for Macaulay's use of the additional particulars:

But those who, within the last ten years, have listened till morning in the House of Lords, to the eloquence of Earl Grey, can form an estimate of the powers of men some of whom were better than he. (*Value 8*).

11. By reference to "illustrious," l. 7; "urbanity," l. 14; "reverentially," l. 24; "delegates," l. 37, and "animated," l. 44; show how light may be thrown upon the exact meaning of a word (a) by means of its etymology, and (b) by distinguishing it from its synonyms. (*Value 2 × 5 = 10*).

12. Give the terms that describe the style of the above extract, and explain their application. (*Value 4*).

13. Illustrate from the above extract the characteristics of Macaulay's style, (a) which writers should imitate, and (b) which they should avoid. Give in each case the reasons for your opinion. (*Value 6 × 6*).

Practical.

LEARNING WHILE TEACHING.

BY L. E. MORSE.

I have been teaching some few years, and I believe I have learnt more in that time than I have taught; at least, what my pupils have acquired from the text-books has not been as much, I think, as I have learnt from them in the way of psychology—or, if that word is too clumsy, say child-mind. When pupils and teachers are new to each other, the first thing the child does is to observe, with minuteness and accuracy if not scientifically, every thing he sees about the teacher,—his face, clothes, tone of voice, manner; his linen even, and finger-nails. He has not been in the teacher's presence two hours before he has, in his childish way, "sized up" that strange being who is to be his master for the next few months.

Little Edward is learning to count, and gets as far as twenty and stops, puzzled; his little brain is striving to reason it out; his brow is clouded, and his lips working; in perplexity he looks up at the teacher. Is there a kind, sympathizing, encouraging look for him, or is there a lowering scowl? Whichever it is, that determines little Edward's progress. Crops won't thrive in bad weather; and a child's mind won't expand on frowns.

I have often thought there was a close analogy between catching young fish and handling naughty boys. The expert angler never "yanks" the fish out of the water bodily,—he lets the fish wear himself out; and I have often pursued the same course with naughty boys. Not long ago a boy of nine daubed his face with ink, to the great amusement of his neighbors. My attention was called to it, of course, and I joined in the laugh, much to his sur-

prise. When the mirth had in a measure subsided, I knelt,—brotherly, as it were,—told him if he was trying to represent an Indian, he should have put a patch on here, more on there, and not so much on this place, and a different color in that place, adding, that a few feathers would complete his costume, and that if he really wanted to do that sort of thing he must do it well; but just now he might go to the brook and wash his face; to-morrow, if he chose, he might come with his war-paint. He never troubled me any further in that way.

It is a great error, I believe, for a teacher to sit primly on an elevated platform, entrenched behind a desk, literally and figuratively, and call little children to the "throne" to recite what they have learnt. The most successful teachers I have ever known were in the habit of sitting down in the midst of the pupils, working with the pupils,—in short, acting the part of an elder brother who wants to teach them certain things, and who is all kindness and sympathy. A teacher who goes out with the boys and "catches" for them, or umpires for them, or keeps tally,—who is "hail fellow" with them without losing his dignity,—is the teacher whose slightest word is a command, and whom public opinion,—child opinion, school opinion,—won't allow any naughty boy to worry. No boy bothers a teacher unless he has the tacit moral support of his class.

There are few pleasures in life greater than that of watching, guiding, and directing the growth of mind in children who love and respect their teacher.—*Journal of Education*.

SCHEME FOR GEOGRAPHY.

BY M. E. BARTLETT.

FIRST YEAR.

I. The application of geographical terms to the features of the landscape. Moulding. (I use clean sand in a large shallow box as preferable to a moulding board.)

II. Points of compass as determined by the sun.

III. Ideas of direction, distance, (using the foot as unit of measure indoors, and the rod outside).

IV. The succession of summer and winter with their accompanying heat and cold; of day and night with their light and darkness.

V. Plants.

- (a) Classification as wild and cultivated.
- (b) Kinds that are cultivated, identification.
- (c) Usefulness of each.
- (d) Why cultivated in summer.

VI. Trees.

- (a) Kinds. Identification by wood, bark, leaves, and general outline. (We found it quite a study to identify the different species of oak in our vicinity).
- (b) Distinction between trees that drop their leaves in winter and those that do not. Example of each.
- (c) Distinction between hard and soft woods.
- (d) Usefulness of trees.

VII. Animals.

- (a) Classification as wild and domestic.
- (b) Kinds that are domestic.
- (c) Usefulness of animals.

VIII. Birds.

- (a) Names of those common to the locality.
- (b) Identification by plumage and song.
- (c) Usefulness of birds.

IX. Fishes.

- (a) Names of those common to the locality as far as can be identified.
- (b) Usefulness.

X. Minerals.

- (a) Names of those that can be obtained.
- (b) How obtained.
- (c) Usefulness.

XI. Recognize in manufactured products the results of the occupations of man. Name different occupations in vicinity; materials used in the work produced; power used.

XII. Develop the ideas of division of labor, exchange, use of money, gathering of people into towns.

XIII. Consider means of transportation.