

And English Mary mourns for him  
Who sang of "Annie Laurie."

Ho! soldiers to your honored rest,  
Your love and glory bearing;  
The bravest are the loveliest,  
The loving are the daring.

### TEACHING HISTORY.

We clip the following from an American exchange. We are glad to believe that the methods illustrated have few counterparts in Canada, though we are bound to confess that we have listened to exercises not very dissimilar:—

History teaching is often the narrowest kind of task-work, having in it no element of teaching. The text-book is the only source of information. The lessons are assigned by pages and chapters. The daily class exercise is a mere catechetical examination, and most of the questioning violates every educational principle. In one school each pupil was called upon to recite the whole lesson without questions. While each one was reciting the others were studying. In another school, as the pupils hesitated, the teacher gave the first words of the paragraph. Then, losing his place in the book, he remarked, "I don't quite see where you are working."

In another the following dialogue took place, the subject of the lesson being the Greek philosophers, the pupils a first-year class and the teacher with open book in hand:—

*Teacher to the Class.*—"Who was an eminent friend of Pericles and taught mathematics, and astronomy?"

*One Pupil.*—"Diogenes."

*Teacher.*—"No, Anaxagoras. Who was Diogenes? Can any one tell?"

*Several Pupils.*—"He lived in a tub."

*Teacher.*—"Yes; he was a famous cynic. Who was called 'the laughing philosopher?'"

*(No Answer).* "Democritus, because he treated the follies and vices of mankind with ridicule. He taught that the physical universe consists of atoms, and that nature, space, and motion are eternal."

I heard a similar exercise by another teacher in the same school.

In another school, as I entered the class-room the teacher was eloquently describing her travels in France. Resuming the examination, the subject being the reign of Charles I., she questioned as follows:—

"The Scotch came into the northern part of—?" Answer. "England."

"This is known in history as the—?" Answer. "Long Parliament."

"The king ungratefully gave his consent to his—?" Answer. "Execution."

"The king retired amid cries of—?" Answer. "Privilege."

### EASY EXPERIMENTS.

BY G. DALLAS LIND, M.D., CENTRAL NORMAL COLLEGE, DANVILLE, IND.

There are some very simple experiments illustrating the phenomena of frictional electricity.

#### EXPERIMENT 20.

*Materials used.*—A watch or a convex piece of glass, a common stove poker, or a walking-stick, a piece of brown paper.

*Manipulation.*—Balance the poker or stick on the convex surface of the watch or glass, in the manner of a compass needle. Warm the paper and rub it briskly with a woollen cloth for a few seconds. Bring the paper immediately near the end of the balanced poker.

*Result.*—The poker or stick will follow the paper as a needle follows a magnet.

*Principle.*—When any two substances are rubbed together electricity is developed on their surfaces. If the bodies are good conductors, or if the air be very damp, the electricity is conducted

away as fast as produced, but if one of the bodies be a non-conductor and the surrounding air dry, the electricity will accumulate on the non-conductor, manifest its presence by attracting light bodies, or bodies easily moved. Electrical experiments work better in cold weather usually, because the air is more apt to be dry. Water is a conductor of electricity; for this reason the paper should first be warmed to drive off the moisture.

*Note.*—The required degree of friction may be produced by drawing the paper two or three times between the arm and body, or between the thigh, the clothing being thus substituted for the woollen cloth.

#### EXPERIMENT 21.

*Materials used.*—Glass lamp chimney or rubber comb, some small bits of paper.

*Manipulation.*—Rub the glass or comb on the coat sleeve vigorously for a minute, then bring near the bits of paper.

*Result.*—The bits of paper will be attracted and then repelled.

*Principle.*—Same as in experiment 20.

#### EXPERIMENT 22.

Suspend a bit of elder pith or corn-stalk pith by long hair to a support of any kind; rub the comb or lamp-chimney as in Ex. 21, and bring it near the pith ball. The attraction and repulsion will be more marked.—*N. Y. School Journal.*

### THE FIFTH LESSON.

(Continued from last week.)

#### GENERAL EXERCISE.

Two days after Lesson Fourth, there comes a pouring rain. This spoils the long recess, and makes time drag a little as the morning session draws to a close.

So after the usual lessons are all finished, and the hour for a general exercise arrives, the teacher calls out cheerily,

"If I could see a room full of nice little people all smiling at me, I might think it best to tell them the rest of the Fox Story."

This announcement has the effect of a burst of sunshine; all the faces brighten instantly, but the teacher is not satisfied.

"I should be sure to do it, if I could see some rows of orderly—" (every small man and woman hitches into the middle of his seat, with face square to the front directly) "straight children" (each child lifts his figure to its full height), "with hands folded" (every hand is in position) "and eyes looking straight into mine" (all eyes are fixed upon her face). After an instant's smiling contemplation of her attentive audience she begins:

"You know we left the ducks down at the pond, about to go in to swim. The papa-duck had just put one foot into the water when there came a—" writes; "Sound," chorus the class; "like this—" (the teacher makes a sort of a barking noise).

"What's that?" asked the papa-duck, shaking his wet foot at the baby-ducks to make them keep quiet. "I don't know," said the mamma-duck." (The teacher barks louder.)

"There it is again; let us go and see." So they called to the baby-ducks, and then all went up to the fox's hole under the tree. The door was wide open, so they walked in. When they got into the room there was Mr. Fox, and he made them a very polite—" writes; "Bow!" call out the children; "and he said—" writes; "Good-morning," read the class; "'Mr. Duck,'" adds the teacher, "'and good-morning, Mrs. Duck, and how are all the—'" writes; "Little ducks," is the chorus. "And there the fox had the ducks in his hole! What do you think of that?"

"They'd ought to know better," speaks out Bennie,