

## WHERE ALL THE "JOHNS" COME FROM.

"And he asked for a writing-table, and wrote, saying, His name is John." That was shortly before the birth of our Saviour, and it would seem as though the tablet of old Zacharias had been kept in pretty constant use ever since. The name would have been appropriate even without the angelic injunction, for what more natural than that Zacharias and Elizabeth, who had no child—"and they both were now stricken in years"—should call their son by that Hebrew word which to them signified "the gracious gift of God?"

The name Jesus could not, without irreverence, be applied to their own children by his followers, but the names of the three persons who stood in the closest relations with Him—St. John Baptist, St. John the Divine, and Mary the mother of Jesus—became, and have continued to be to this day, the most common of any throughout Christendom. The name of John has had all the means of perpetuity that other names have had in the way of repetition in families from one generation to another, and it has been extended by the fact that there are many calendared saints who have borne it, after whom it has been customary to name children born on their respective days, and no doubt it was greatly extended by naming the babies of England after that King who gave *Magna Charta* to his barons at Runnymede, and, besides, John is a name to make good headway on its own merits; but, after all, the wonderful popularity of the name in all ages among Christian people must be accounted for by the fact that it was borne by those two, who, in considering the merely human nature of our Lord, stood to Him almost in the relation of elder and younger brother.

The name entered into all European languages, becoming Ioannes in Greek, Iohannes in Latin; Giovanni, Gian and Gianni in Italian; Johann, Johannes, and Hans in German; Jehan in early and Jean in later French, Jan in Dutch and Ivan in Russian, and Evan and Owen in Welsh. In England it is found in the form of Jon, Jone, John, and Joon in the thirteenth and fourteenth centuries, and sometimes it got twisted into Jhon. The common English feminine forms are Johanna, Hannah, Joanna, Joan, Jane, Jenny and Janet.

Among the family names given in the Chicago Directory which are derived from these various forms of the name of John are the following: Bevan (ap-Evan), Bevans, Bowen (ap-Owen), Evan, Evans, Evanson, Hauck, Hancock, Haukin, Hankinson, Hanks, Hannah, Hannaway, Hannay, Hanson, Hansbrouge, Hanscom, Hanstead, Hanstein, Hanoza and Hanszeyk, Jan, Janes, Jannay, Janson, Jeannot, Jenison, Jenkins, Jenkinson, Jenks, Jenner, Jenney, Jennings, Jack, Jackaway, Jackman, Jackson, Jacky, Jock, Johanson, Johnes, Jones, Johnjohan, Johnson, and Johnston. It has been said that plain John is not used as a surname in England, but our Directories show no less than twenty such, and of these two rejoice in the name John John.

The transmutation of John into Jack is sometimes said to have come through the French Jacques, but this is erroneous. Jacques does not represent the name of John at all, but is the Jacob of the Old Testament, the James of the New, and the Giacomo, Iago, and Jakob of European languages. We are all familiar with such diminutives as pipkin, manikin, and lambkin. The same diminutive termination is frequently added to names, and especially to nicknames. Thus, Simon is first shortened to Sim, and little Sim becomes Simkin, and hence the surname of Simkins. Thomas becomes Tom, and then Tomkin, which now appears in the shape of Tomkins. Walter becomes Wat, and Watkin and Watkins, and so John takes the form of Jonkin, Jankin, Jenkin, and Jenkins. But Jonkin and Jankin made pretty hard words for little mouths to speak, and so in the nursery they became Jocky and Jacky, just as Mary became Mally and Molly and Polly, and Sarah became Sally, and Martha became Matty and Patty, and Margaret became Maggy and Meggy and Peggy, in the same prolific region for the invention of new words. Taking up the children's Jocky and Jacky, the older people in colloquial use soon shortened them to the Jock of Scotland and Northern England, and the Jack of fiddle and Southern England and the United States.

John and Jack have served us not only as names for our babies, but they enter into the composition of names of unnumbered things of familiar use. Who is not happier and better for the immortal johnny-cakes of our mothers? What little boy could ever grow to be a big man without wearing his first jacket (equivalent to little jack) with two pockets in it? Meat-jacks, boot-jacks, and smoke-jacks are old friends, and so is jack-at-all-trades, and jack-an-apes, and the jack that is so much of a knave that he will sometimes fall on the king of trumps. A jack-knife is more precious than a Toledo blade, and about the only disreputable members of the family of John are the jockey who cheats in a horse trade, and then the yellow-jack that desolates the land where he walks.—*Chicago Inter-Ocean*.

## HOW TO TEACH.

Given a person well versed in general knowledge, and specially acquainted with the details of some particular branches, the problem which presents itself for solution here is indicated by the question, "In what way shall such a person impart to others the knowledge which he has won for himself?" It is clear that the answer resolves itself into two parts: first, as to the manner in which the teacher should arrange and prepare the various parts of each subject of instruction, so that the easy should come before the difficult, and every step be a preparation for that which is to follow it; and, secondly, that such plans should be adopted as will best tend to excite the attention of the pupil, and dispose him to exert all his mental powers in order to comprehend, to appropriate, and to assimilate the instruction which is being given to him. In selecting these plans, and still more in using them, the teacher should bear continually in mind that the communication of knowledge is to be employed as the means of improving and training the mental powers, and, where religious instruction is concerned, the moral emotions. . . . Young teachers, both in Sunday and day schools, ought to spare no efforts to become proficient in the art of questioning. We would recommend them to place written interrogatory exercises as a subject on their programme of evening studies, and to spend at least one hour a week in careful application to it. A good plan is to take a portion of scripture or secular reading lesson, and write down all the questions and explanations on paper which the teacher would deem it necessary to give were the class actually before him. These questions should be divided into the different kinds mentioned above, and the rules previously given should be carefully borne in mind. But this written exercise must on no account be slavishly followed when the lesson is actually given, nor should it be near at hand even for reference. As the questions given during the progress of the lesson must depend on the answers of the pupils, the teacher must not allow himself to be cramped and fettered in any way by his previously written exercise. At another time he may take some subject of instruction, as "the manufacturing towns of England;" arrange his ideas on it in the shape of written notes; and then write out the questions which would most likely be required to bring out the lesson in a natural and orderly manner, were the pupils really in his presence. In this way the young teacher would find himself growing continually in readiness and teaching power, and his pupils would reap the lasting benefit of his exertions.—*From Cassell's Popular Educator*.

## Examination Questions.

## COUNTY OF PEEL PROMOTION EXAMINATIONS, JANUARY, 1880.

D. J. M'KINNON, INSPECTOR.

## Third Class—Promotion to Fourth.

## READING.

- (50) Third Book, page 18—"A gentleman——saw my business done myself."

## SPELLING AND DEFINITION.

[On paper from Dictation—Five marks off for each error in the spelling.]

- (100) They planted a rude cross of the knotty tamarack wood. Towards Penn and his followers they buried the war hatchet. He took off his big bearskin grenadier's cap. We were bounteously rewarded for our anxiety.