

with that which she now governs. Compare the government of the East India Company with that of the Crown. Write a note on the East India Company from its beginning. When was its power transferred to the Crown? What is Macaulay's judgment of the methods by which the Company governed? "The voyage by the Cape, which in *our time* has often been performed within three months, etc." Discuss in detail the changes in (a) transportation to, and (b) conditions of life in India, from Clive's time to Macaulay's, and from Macaulay's day to our own. Study Macaulay's skill in description in paragraph 54; "of the provinces which had been subject," etc.

MACAULAY'S LIFE OF JOHNSON.

The "Life of Johnson," written in 1856, was one of a set of biographies contributed to the *Encyclopedia Britannica*. An essay on "Boswell's Life of Johnson," much inferior in treatment, had appeared twenty-five years earlier in the *Edinburgh Review*. The same method of study is recommended as for "Clive," except that the first rapid reading is not so important. The essay should be analysed in the same way.

There are fifty-two paragraphs; write a phrase or short sentence summing up the topic of each. Make a list of the writers contemporary with Johnson, named by Macaulay, with one or more of their chief works. Write short papers on the following subjects: Johnson's friends; his relations with Lord Chesterfield; his edition of Shakspeare; his "Lives of the Poets;" the Dictionary; Johnson's personal peculiarities; why he had so many and such warm friends; his political opinions; the periodicals of the time (see Macaulay's Essay on Addison); Johnson's poems; his prose style; "more intimately known to posterity than other men are known to their contemporaries." Comment on this statement. Why does posterity *care* to know so much about Johnson? What qualities make him interesting?

Macaulay's judgment of Johnson, while interesting, is inadequate and superficial. It should be supplemented, and, where necessary, corrected, by extracts from more careful and more sympathetic writers. The teacher, at least, should be familiar with Boswell's "Life," one of the most famous biographies in our language, and with Carlyle's Essay on it. The lessons may be made much more interesting by readings from Boswell, and from Mme. D'Arblay's "Diary and Letters" (most entertaining and amusing). Extracts from "Rasselas," or "The Lives of the Poets," and "The Vanity of Human Wishes," should be read to the class to illustrate Johnson's style. The edition of the essay published in Longman's English Classics, at fifty cents, contains much valuable help for teachers, including a bibliography.

GENERAL QUESTIONS AND NOTES ON MACAULAY'S STYLE, TO BE STUDIED IN BOTH ESSAYS.

Does Macaulay use long or short paragraphs? Long or short sentences? Any obsolete or unfamiliar words? Are his paragraphs closely connected? Make notes on some of his connecting words or phrases. Make a list of

the authors with whom he is familiar; of the nations whose history he knows. Note his fashion; (a) of making a definite general statement, and following it up by a number of concrete ones; e. g., in "Johnson," paragraph 10: "Never since literature became a calling," etc.; (b) of emphasizing by means of comparison and contrast; e. g., in "Clive," paragraph 16: "The empire which," etc. Where does his very strong political bias show itself? Do you find any exaggerated or extravagant statements.

The aim of the teacher should be to lead the students to see the great merits of Macaulay as a writer; his learning, his clearness, vigour and brilliancy. These should be dwelt upon and illustrated. His defects need be briefly touched upon, merely enough to prevent his being considered infallible.

[Readers are referred to papers on Macaulay in the REVIEW for November and December, 1910, and May, 1911.]

Botany for Public Schools.—IV.

L. A. DEWOLFE

Shortly after writing the October number of this series, I attended a Teachers' Institute at Baddeck, C. B. There I learned that I had very greatly overestimated the ability of the average teacher to teach Botany. Their cry was "How can we teach it when we don't know it ourselves?" I had not realized that the subject was so generally neglected. A small amount of textbook work is done; but practically no true plant study is attempted.

Knowing, therefore, that nine-tenths of our teachers are unable to teach this subject, will the remaining one-tenth pardon me if I devote two or three articles to simple instruction in work to suit the season? May we not have a sort of correspondence class? If young teachers will follow me, and teach what I outline here, they should soon gain sufficient confidence to make further effort on their own account.

At this season, active plant growth is not evident. One can do much, however, by growing material in the schoolroom. But let us first have a lesson on twigs. I shall assume many of my readers will consider themselves members of this botany class. Get the material I suggest; go over it carefully; and, then, teach your own pupils from similar material.

We shall begin with maple twigs. Get a branch about three feet long, bearing a few smaller side branches. How many buds at the end of the twig? What direction do they point? Are all the same size? Into what will they develop next year? Where did the twig end last year? Had it three buds at the end then? Did all grow? Are any of them dead? Where did the twig end five years ago?