

to which it putting the public by its many changes, and that is, that it will give finally an automatically stable system. But this they are not succeeding in doing, and there appears to me no prospect that the nature of the subject will ever permit them to do so. Further, they cannot possibly secure stability by themselves, for there can be no stability as long as the other botanists of the world persist in using a different system. During the ten years of their propoganda, they have not been able to secure a single convert among the prominent workers of other countries. Their system promises no greater stability than the Grayan system, while it causes immense confusion by overturning the great body of existent nomenclature which the Grayan system conserves. This is why I believe all disinterested persons should give their support to the Grayan system.

There are two other reasons why I think the botanists of eastern Canada should adhere for the present to the Grayan system. First, all of our botanical associations have been with Gray's Manual and with the botanists who have followed its system, and it is known that the future editions of the invaluable manual will adhere to these principles. Second, the entire subject of nomenclature is to be considered fully by an International Botanical Congress to meet in Vienna in 1905, and it is altogether probable that a set of rules will then be adopted which all botanists, concerned for the advancement of the science, will agree to follow. The Neo-American system will there be given full opportunity to illustrate its advantages to a body of experts, and if its principles are then adopted we should all give them our support. Until then it is obviously wise to adhere to that system with which our botany has always been associated.

The teacher who is not a member of the reading circle, or fails to attend the teachers' meetings; is not a subscriber of a school journal, labels herself as indifferent to success. These are three of the most potent factors in determining her activity; a failure in either is a step backwards.—*School Herald*.

For a hundred people who can sing a song, there are not ten who can read a poem.—*Tennyson*.

There are many kinds of love, as many kinds of light,

And every kind of love makes a glory in the night.
There is love that stirs the heart, and love that gives it rest,

But the love that leads life upward is the noblest and the best,
—*Henry Van Dyke*.

Curious Arithmetical Results.

A recent number of *Success* publishes the following, which was sent by Henry Tanenbaum of Toledo, O.:—

123456789 times 9 plus 10 equals 111111111
123456789 times 18 plus 20 equals 222222222
123456789 times 27 plus 30 equals 333333333
123456789 times 36 plus 40 equals 444444444
123456789 times 45 plus 50 equals 555555555
123456789 times 54 plus 60 equals 666666666
123456789 times 63 plus 70 equals 777777777
123456789 times 72 plus 80 equals 888888888
123456789 times 81 plus 90 equals 999999999

This table is still more interesting when it is noticed that each multiplier is divisible by 9, and that, when the figures of each answer are added together, and the added number is subtracted, the answer is 0. For example, the sum of 1, 111, 111, 111 is 10; 10 minus 10 is 0.

Mr. Tanenbaum also sends the following:—

987654321 times 9 equals 888888888
987654321 times 18 equals 1777777778
987654321 times 27 equals 2666666667
987654321 times 36 equals 3555555556
987654321 times 45 equals 4444444445
987654321 times 54 equals 5333333334
987654321 times 63 equals 6222222223
987654321 times 72 equals 7111111112
987654321 times 81 equals 8000000001

In this table it will also be noticed that each multiplier is divisible by 9, and that, if the figures in each answer are added together, they will form a total which, if added together, will equal 9. For example, take the second answer, 1777777778. These figures, added together, equal 72, and 7 plus 2 are 9.

[It will be a good exercise for classes to work out and prove the above interesting results.—
EDITOR.]

When a class seems particularly unenergetic, hopelessly slow, and generally unresponsive, what is a teacher to do? She cannot elicit facts from pupils who have nothing to give. How demoralizing it is to receive from several pupils in succession, the answer "I don't know!" Is there really no hope in such a situation? Yes. Avoid the "I don't know" portion of the class for a time in the hope of leading them to emulate the ready few who are to be found in every class and who may be called upon to volunteer answers. Let the teacher tell the class that she is about to hear all those who are ready and that she will record the names of those ready pupils and give them credit for correct answers; indeed, she may give credit for honest effort although the answer may not be correct. At first there may be only one or two ready ones; but usually that will be found sufficient to act as an incentive for others to try, and trying usually ends in success.—*Popular Educator*,