

## A GREEK SCHOOLMASTER.

WE found the schoolmaster's house apparently the best in the village, occupying a great quadrangle, as usual, with high walls, entered through a somewhat stately portal. An outside stairway of marble led to the upper floor, which was given up for our entertainment,—a large square chamber, with balcony looking toward sunrise and the sea, and behind this two other tiny apartments. The big chamber was evidently the *megaron* reserved for state occasions, and cold and cheerless accordingly. A great sofa and a shake-down, with a table, a few chairs, and small pictures of Greek politicians, saved it from absolute emptiness; but the little box behind this, with the schoolmaster's beggarly bookshelves and a big open fireplace, promised better things. The evening was chill, and I ventured the suggestion that the smell of fire would not be unpleasant. At once our host's fair daughter, Helene, heaped an armful of pine fagots on the hearth, and touched them off. The warm blaze shot up, and in a moment we were new creatures. The resinate went 'round, with Helene for cup-bearer; and the symposium was one long to be remembered.

Fancy two barbarians, smitten with the love of Greece, on pilgrimage to the deme of Xenophon; their host, the schoolmaster for twenty-five years of Xenophon's native place, without a copy of Xenophon in his house! With Marathon hardly a dozen miles away, he had never set foot upon the famous field, yet he was full of curiosity about our New World.

"So you are Americans?"

"Yes."

"Of North or South America?"

That is always the next question here.

"North America,—the United States."

"Ah! do you live near Panama?"

Panama is in the air now, even here behind Hymettus. We explain that it is much farther from Providence to Panama than from here to Marathon. Then the schoolmaster comes out strong.

"You have heard of the flood?"

"Yes."

"Noah's flood?"

"Yes."

"When all the world was drowned except Noah and his people in the ark?"

"Yes."

"You remember Noah had three sons, Shem, Ham, and Japheth?"

"Yes, I remember."

"Well, one of them settled Asia, one Africa, and the other Europe."

"So I have heard."

"Then what I want to know is, Where do you Americans come from?"

"Tell him," said the Sage, observing that I was cornered,—"tell him that we had a boat of our own."

I did so, but without provoking a smile; and it presently came out that the schoolmaster was in dead earnest. He had mixed us up with the aborigines, and was trying to get at our own opinion of our origin. Assured at last that we were Europeans and able to give an historical account of ourselves, he questioned us closely about our Red Remnant. It is a subject of profound interest to the Greek mind, probably because a modern Greek version of "The Last of the Mohicans," with frightful woodcuts, is to be found in every book-stall, not only in Athens, but in the provincial towns. It seems to be the same old curiosity about the outlandish to which Æschylus catered in *The Persians*, and Herodotus in his history. When I had given him some account of our red people, he brought out his own theory of an earthquake tearing the continent in twain at Bering's Strait, and so parting Japheth's family. This seismic doctrine is doubtless taught in the demotic school of Sparta without ever a word of the Platonic Atlantis.—J. Irving Manett in *Atlantic Monthly*.

A PAGE digested is better than a volume hurriedly read.—*Macaulay*.

HE that values his time will be choice of his company and choice of his actions.—*Spanish Proverb*.

## Question Drawer.

QUESTIONS in English will be answered in next number.

L. W. The next examination for first-class professional certificates will commence on December 11th, 1894.

A. R. L. and many others are enquiring from time to time for notes on P. S. Leaving Literature, similar to those which are so popular, on Entrance Literature. Many do not seem to be aware that there is a book, edited partly by Mr. Sykes, and partly by the Editor of the JOURNAL, containing full notes on all the Lessons in the High School Reader, and so of course including the selections for P. S. Leaving, from year to year. It is published by the W. J. Gage Co., and is sold for 30 cents. Orders will be filled at this office.

E. W. *re* notes on P. S. Leaving literature see answer given elsewhere in this column. Your other questions and those of some other inquirers are answered in the following note from a teacher of experience to whom the questions were submitted: "In preparing for the P. S. Leaving, the pupils require several of the High School text-books but not all. The H. S. Reader, H. S. Drawing books, and H. S. Book-keeping are specially useful, but the H. S. Arithmetic and Algebra are too difficult. Some of the supplementary books issued in Toronto are the most suitable." Perhaps some other friend will specify more minutely, for the benefit of inquirers.

S. asks, (a) whether, in the solution of the question, "What is the price of 45 cows at \$18 each?" the multiplicand represents cows, dollars, or something else. A moment's thought will show him that, since what is wanted is a price, or sum of money, the natural reasoning is: If one cow cost \$18, 45 cows will cost forty-five times as much; that is, the answer will be forty-five times eighteen dollars. In this case the multiplicand is usually said to represent dollars. If we multiply, instead, forty-five by eighteen for convenience, the explanation usually given would involve an intermediate step in the reasoning, something like this: 18 x 45 is the same as 45 x 18, therefore forty-five cows at eighteen dollars would amount to just the same as eighteen cows at forty-five dollars, etc. (b) According to this theory the product will be always of the same name as the multiplicand.

A SUBSCRIBER asks for the best method of teaching Arithmetic with Senior Third and Fourth classes, observing, "I am using the Arithmetic and find it almost impossible to keep my scholars in a class together, as some work faster than others, and some are sometimes absent, and so get behind." So far as we can see, there are but two ways of meeting the difficulty. The first, if practicable at all, would be so only where the classes are comparatively small. It is to give individual attention to pupils, allowing each to proceed as rapidly as he is able, with due regard to thoroughness. This method has its advantages, but it deprives the pupils of the stimulus and enthusiasm of class work. The other plan is to give additional work to the faster pupils, so as to keep them fully and profitably employed during the time allotted to this study—practically an honor course. We should be very glad, however, if some experienced teacher who has faced the difficulty, as all old teachers must have done, and mastered it, would kindly give our correspondent and others the benefit of his or her experience.

## Literary Notes.

HOUGHTON, MIFFLIN & Co. have just published No. 63 of the Riverside Literature Series, containing Paul Revere's Ride and Other Simple Poems from Longfellow. This book supplies admirable reading matter for the third and fourth grades, for which it is difficult to find a sufficient amount of interesting and simple material. This Number of the Riverside Literature Series has been published separately, and is also to be bound with No. 11, which contains *The Children's Hour* and *Other Poems*. The combination of Nos. 11 and 63 will form an excellent book for class-room use, for school library use, and for private use. This book contains some of the best poems ever written by Longfellow, and does not

contain anything beyond the comprehension of quite young children. No. 63 by itself costs only 15 cents. The combination of Nos. 11 and 63 in linen covers costs 40 cents.

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MR. AUBREY DE VERE, the Irish poet, contributes to the October *Century* the second of his two papers of *Recollections*, edited as before by Mr. George E. Woodbury, who contributes a biographical note on de Vere. A portrait of de Vere, decorated in a border of blackthorn, accompanies the article, which deals with Wordsworth, Sir William Rowan Hamilton, Coleridge, and others. There is also an entertaining and curious article by Dr. Edward Eggleston on "Folk-Speech in America," a subject on which Dr. Eggleston may be considered an expert. Dr. Eggleston quotes the following extract from a letter to himself from Lowell, which may well be pondered by those who are contemptuous of dialect. "I hope you will preserve and give us a collection. Remember that it will soon be too late. Railways are mixing and the schoolmaster rooting out... Archaisms of speech survive only among people who are so lucky as not to be able to get at your new-fangled phrases. When the lumberman comes out of the woods he buys him a suit of store-clothes and flings his picturesque red shirt into the bush. Alas! we shall soon have nothing but store-clothes to dress our thoughts in, if we don't look sharp."

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THE *Arena* for October opens with an article on Mr. Henry D. Lloyd who is known all through the great middle West as a student of and authority upon the economics of the labor movement. It is written by an able Chicago journalist, Mr. Henry Latchford. Prof. Joseph Rodes Buchanan writes a forcible word on "The New Education," which is a severe arraignment of the cramming system. Dr. Buchanan believes in training the eye and hands as well as the mind. A feature of this issue which should interest the women who follow current literature is a symposium of eleven women, representative of advanced social thought, in England, all sections of the United States, and Australia. The Editor of the Review, B. O. Flower, writes deprecatingly of the increase of the military spirit in the States. Professor Heinrich Hensoldt, Ph. D., contributes the third paper in his interesting series on "Occult Science in Tibet." Dr. Sydney Barrington Elliott writes on Prenatal Influence. Stephen Crane contributes a short story called "The Men in the Storm." Carl Vrooman has a paper on the revival of debating societies in our American colleges and the new movement for intercollegiate debates on current problems, which will interest college men. The Editor discusses Psychic phenomena. Rev. C. H. Zimmerman writes on "The Church and Economic Reforms." Prof. Thomas E. Will, Frank Parsons and James M. Brown make a valuable triangle on data and views on the problem of "The Unemployed." Walter Blackburn Harte balances much serious reading with a good natured, humorous paper on "The Advantages of Provincialism."

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THAT popular New York clergyman, the Rev. Dr. Rainsford, contributes a most interesting article to the October issue of *The Ladies' Home Journal*, in which he defines the position of "The Clergyman in Society." Not less interesting is the eminently practical view which Mrs. Burton Harrison, in her contribution to the series "Before He is Twenty," takes of "A Boy's Evenings and Amusements"—how the first should be spent, and of what the second should consist. Mr. Howells' literary biography, which he has so aptly named "My Literary Passions," continues to grow in interest and charm. A very valuable article entitled "The Candy-Eating Habit" is furnished by Cyrus W. Edson, M. D., President of the New York Board of Health. The biography of the number consists of sketches, with portraits, of A. Conan Doyle, the creator of "Sherlock Holmes," and James Matthew Barrie, the author of "A Window in Thrums." The full piano score of the Rosebud Waltzes, specially written for the Journal by Luigi Arditi, Patti's veteran orchestral conductor, cannot fail to delight all lovers of good music, as "The Possibilities of Crepe Paper" and "The Holly and the Mistletoe on China" will please all lovers of the artistic. The editor dis-