

$$x^2 - \frac{x}{y+3} + \frac{1}{4(y+3)^2} = \frac{16y^2 + 88y + 121}{4(y+3)^2}$$

$$\therefore x - \frac{1}{2(y+3)} = \frac{4y+11}{4(y+3)}$$

$$x = \frac{1}{2(y+3)} + \frac{4y+11}{4(y+3)}$$

$$x = 2 \text{ or } -\frac{2y+5}{y+3}$$

D. R. BOYLE, West Arichat C. B.

Advice to "Earnest Teacher, Question Drawer, No. 43.

Mr. "Earnest Teacher,"—If your children be of the Boston ideal type no doubt problems in speculative philosophy, and such trivial affairs as Avogadro's law would interest them, but taking it for granted that you have the average, laughter-loving, rollicking pupils, I beg leave to suggest less lofty themes.

1. Spelling matches a la Hoosier.
2. Lively object-lessons on familiar objects, as tea, cotton, paper, leaves, flowers, coal, etc.
3. Descriptive talks on social life and customs of other nations, pioneer life, world products, curiosities, facts about the solar system—anything to excite wonder, which is the "seed of all knowledge,—"broken knowledge" in short.
4. Draw a sketch, during intermission, on B. B., get or give a description of it—cultivate the imagination.
5. Even though you cannot sing Il Travatore, set your pupils singing "John Brown's Body," or some other, more sensible, classic song—you will find that they will derive as much pleasure from singing as a baby does from a tin rattle. Seriously, singing is conducive to good humor.
6. Read and discuss with your pupils the events recorded by your newspaper.
7. Word-building. Be enthusiastic over it and you will enjoy it as well as they. I do. If you can get nothing better than an old tin kettle in lieu of a drum, hit it as hard and as often as you can—on Friday afternoon.

J. H. CLARY,

Tuscarora.

Reply to C. B., in CANADA SCHOOL JOURNAL, November 16th.

In the sentence, "So that the study of any one plant, traced from the seeds it springs from, round to the seeds it produces, would illustrate the whole subject of vegetable life and growth." "Traced from the seed round to the seeds," is an adjectival phrase completing or qualifying "plant." "It springs from," or more correctly, "from which it springs," is a dependent proposition qualifying "seeds." "Round" is an adverb modifying "traced." The relation of the propositions is as follows:—"Traced from seed," "traced to seeds."

The sentence is imperfect as it contains no principal preposition. "To" is an adverb modifying some word going before, and "that" is an adverbial conjunction joining the proposition of which the verb is "would illustrate" to a former proposition.

J. H. KNIGHT.

Lindsay, 1st Dec., 1885.

Literary Reviews.

NOTES OF TRAVEL IN NORTHERN EUROPE, by Charles A. Sumner. (Amurro J. Graham, 74 Broadway, New York.) The teacher who attempts to interest his pupils in geography from the bare, dry text-book alone will find his mistake. He has to invest the dry bones with flesh, and breathe into the mass a living spirit. This he can do only by filling his own mind with facts gathered from newspapers, reliable books of travel, science, and history. As an entertaining volume we commend this book, and as an aid to imparting interesting facts relating to places in Northern Europe the teacher will find it valuable. It is written by a San Francisco gentleman who travelled over the ground, with that acute faculty of observation for which "our cousins" are noted, and his description of places, manners and customs, people and governments, is graphic and pleasing. The book is neatly bound, and the type is good, but a better class of workmanship on the illustrations would be desirable.

QUESTIONS FOR CLASSICAL STUDENTS ON THE FIRST BOOKS OF CÆSAR'S GALLIC WAR AND XENOPHON'S ANABASIS, with Grammatical References, by E. C. Ferguson, Ph.D. (Boston: Ginn & Co.) This little manual of 140 pages is a god-send to the numerous students who have to study Latin and Greek with very little assistance from teachers. It gives the best possible kind of help, namely, that which shows the student how to help himself. This it does efficiently by copious questions and precise references to

the grammars of Harkness, Allen and Greenough, Goodwin, and Hadley. The following short specimen may suffice to give a glimpse of the book:—"What two rules for *Gallia* being fem? A. & G., 35, end, 23; H., 43, 42, 11, 2. Gender of *omnis*? In adjs. of two endings, which two genders are alike? A. & G., 84; H., 152, 11. Is *divisee* used with *est* to form the perf. tense in the pass., or is it used as a pred. adj.? A. & G., 211, b; H., 550, N. 2." We wish the author had marked the doubtful quantities, as these are a great stumbling-block to beginners, especially in prose.

LANGUAGE LESSONS IN ARITHMETIC, by Miss Ellen N. Barton, Principa of the School for the Deaf, Portland, Me. 431 pp. (Ginn & Co., Boston, Mass.) This book is founded on the principle of learning things rather than the mere names of things. The whole spirit of it is diametrically opposed to the plan of using barren definitions and blind rules. It commences with exercises in counting marks, objects, &c., and is divided into twelve sections, each containing many well-graded lessons, in which the problems are easy, practical, and entertaining to the learners. The first part of the book, consisting of 233 pages, is well worthy of the attention of every primary teacher in Canada. For variety of useful, practical exercises we have seen nothing to equal it. It would be a profitable investment for every board of trustees to place a copy on the teacher's desk in all the junior grades.

The breezy account of "The Haro and Hounds Club," by W. J. Ballard in the November TREASURE-TROVE AND PUPILS' COMPANION will stir the blood of every "live" boy, and it will give our teachers a refreshing idea on the subject of physical exercise. Those who would be glad of a suggestion for "A New Thanksgiving" will find it in the bright story under that caption by Mrs. Elizabeth P. Allan. There is a charming short story, by Sally Campbell; and among articles curious, timely, and right to the point are "The Story of Some Favorite Poems," "Some Fruits of Lincoln," and "Mind Your Own Business," by Wolstan Dixey. *Treasure-Trove* is especially useful to teachers in their school work; they will be particularly grateful for "Stories from History," "Lives of Great Men," "The Doctor's Letter," "The Capital of Egypt," "The Living World," "The Man Who Caught Gold and Silver Fish," by Prof. John Montith, and "Something to Speak." December *Treasure-Trove* promises some beautifully illustrated articles; Christmas Stories by Mary E. Wilkins and others, and articles of great value to teachers by Prof. John Monteith, Hazel Shepard, S. C. Wheat, and others. Price \$1 a year. E. L. Kellogg & Co., 25 Clinton Place, New York.

YOUNG FOLKS' DIALOGUES. Edited by Charles C. Shoemaker, National School of Oratory, Philadelphia. Any means of meeting the difficulty of providing suitable exercises for Friday afternoon will be welcomed by the teacher. This book will help very materially. The feeling of isolation which makes a child nervous when called up to recite alone is obviated by the sympathy of numbers in a dialogue, and a spirit of emulation in the effort to act the part well gives zest to the exhibition. The pieces in this book are not too long, are well selected, and judiciously arranged.

POPULAR DIALOGUES: For School and Social Entertainment. C. C. Shoemaker. These are smaller and cheaper books than "Young Folks' Dialogues," and are of a similar nature. They are published in sets, each book complete. In this form they are well suited for the purpose. The sentiment in the pieces is of the best kind, and for school exercises or social entertainments we know of nothing better adapted to the requirements of the young folks.

HOW TO RISE.

Heaven is not gained at a single bound ;
But we build the ladder by which we rise
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

We rise by things that are 'neath our feet ;
By what we have mastered of good and gain ;
By the pride deposed and the passion slain,
And the vanquished ills that we hourly meet.

—J. G. Holland.

"No man ever learned one thing alone." A truer word was never spoken. The man of one idea has no idea. He that thinks truth will die with him and be buried in his grave, scarcely knows what is truth. Causation is complex. Truth lies in parallel lines, although they may be zigzags. Let no one think he has a patent upon truth as a whole, or upon any portion of it. Teachers, above all others, should be tolerant, generous, many-sided. Narrowness, bigotry, the spirit of intolerance, should never be admitted to the school-room.—*N. E. Journal of Ed.*

"He prayeth well who loveth well
Both man and bird and beast.
He prayeth best who loveth best
All things both great and small ;
For the dear God who loveth us,
He made and loveth all."

—Coleridge's *Ancient Mariner*.