

Arts in King's College, Windsor, last May. During his course he won the Governor General's medal and every available scholarship and prize. He is now taking his divinity course and is a classical lecturer at King's, and instructor in the officers' training course at Windsor. He volunteered for overseas service last August, but was given permission to continue his work at Windsor as instructor in training courses. In connection with his studies at Oxford he is extended the usual war privileges.

Rev. H. T. Stannage Boyle, of the staff of Trinity College, Toronto, has been elected president of King's College in succession to Canon Powell. Dr. Boyle was educated at Trinity College, Toronto, and the Montreal Diocesan Theological College. In 1898 he graduated with honors in Classics at Trinity, and in 1901 proceeded to his M. A. degree. He took his B. D. in 1904 and D. D. in 1910, and therefore comes to the college well equipped in theological scholarship and able to strengthen the divinity faculty. Upon his ordination he was for a year curate at Shawville in the Diocese of Quebec, and subsequently curate for four years at the Cathedral, Montreal. In 1905 he became rector of Wingham, Ontario, and after three years rector of Chatham in the same Diocese. Two years later he was appointed Professor of Church History and Liturgics at Trinity, where he subsequently became Dean of the Divinity School.

Professor L. A. DeWolfe, director of Rural Science in Nova Scotia, in the *Truro News* of January 20th, gives an encouraging report of the progress of Rural Science in that province. Gardens and exhibitions of garden products grown by school children have now become, Professor DeWolfe says, a permanent part of school work. In the summer of 1914 seven hundred children made gardens at home, and seventy schools exhibited their produce. In 1915 nearly two thousand children had gardens, and one hundred and sixty schools either held exhibitions or sent exhibits to neighboring centres. This work is voluntary and is carried on with enthusiasm and energy.

PROBLEMS.

Let the teacher try this exercise. The pupils take pencil and paper and write numbers from 1 to 10 inclusive, one on a line. Then the teacher gives the problems one at a time orally, the pupil solves mentally and writes result on paper. The work should be done rapidly.

1. There were 30 pupils in a school. $16\frac{2}{3}\%$ were absent. How many were absent?
2. A teacher's salary was increased from \$50 a month to \$60. Find increase per cent.
3. A housekeeper bought 2 dozen oranges and 3 oranges were rotten. What % were rotten?
4. The population of a town was 5,000 and in five years increased 20%. What was the population at end of the five years?
5. A man sold an automobile for \$800

which was $33\frac{1}{3}\%$ of what he had paid for it two years before. What did it cost him?

6. John weighs 84 pounds, and Henry weighs $8\frac{1}{3}\%$ more. What is Henry's weight?

7. A basketball team won 6 games out of 10. What per cent were won?

8. A clerk paid \$6 a week for room and board and this was 50% of his weekly salary. What was his salary?

9. A man buys a farm for \$10,000 and sells it at an increase of 25%. What was the selling price?

10. A boy spelled 40 words correctly in a spelling test of 50 words. What % did he miss?

—School News

RECENT BOOKS.

How to Study and What to Study, by Richard L. Sandwick, is a book which will be welcomed by teachers who wish to direct their pupils how to use their opportunities and energies to the best advantage. It is the writer's belief that "students have a right to as much and as expert coaching on how to study lessons from books as they receive on how to play football, how to dance, or how to do anything else," and in this belief he has set forth simply the general principles of effective study. The first part of the book is given to these general principles. The second part is called "What to Study and How." It answers such questions as "Why should we study Latin? What good will geometry ever be to us? Questions which every High School teacher is called upon to answer. Lastly, there are chapters devoted to vocational studies, studies for the older professions, and an analysis of the qualities that make up efficiency. We strongly advise every teacher who wants to help his pupils to add this practical little book to his library. [D. C. Heath & Co., Boston. 175 pages, 60 cents.]

Pioneer Life Among the Loyalists in Upper Canada, by W. S. Herrington, K. C., is an interesting little book giving vivid pictures of life in Ontario a hundred years ago. Many of the conditions were like those in the eastern provinces, such as we have heard of from our elders, and some of the chapters might well be used as starting points for studies in local history. Others, as that on "Early Courts and Elections" offer comparisons in the study of civics. The illustrations add much to the interest of the book. [The MacMillan Company of Canada. 107 pages, 60 cents.]

Nearly all children love stories of animals, but so many have been written that are spoiled by inaccuracy and false sentiment that one has to be careful in choosing them. We can heartily recommend "*The Wonders of the Jungle*," by Prince Sarath Ghosh. Written for supplementary reading in the earlier grades, it is interesting to grown-ups as well. The jungle animals written of are the elephant, buffalo, antelope and bear. There are also chapters on the camel and on bright birds. The whole