

enhance the results desired to be obtained by popular education. The zeal with which the Journal engages in this work is commendable.—*Chicago Current*.

Mr. B. N. Davis, B.A., Queen's University, has resigned the Headmastership of Trenton High School, and is going to study law. Mr. D. C. Little, B.A. Toronto University, formerly Classical Master, has received the appointment to the Headmastership.

When the father will, he can be a splendid teacher for his child; when the mother will, she can make the sewing room or the kitchen eloquent with those memories of lessons learned, and of problems tried, which every scholar knows all about and keeps as his dearest treasure; when father and mother both will, they can uphold the hands of the teacher, and the three, working together, will make an irresistible power to leave the world better and purer after they have dropped out of the struggle.—*Pennsylvania School Journal*.

Mark Blanford, of the Georgia Supreme Court, has a son who was recently engaged in a stupendous task to master Greek. One night the young man was poring over his lesson, perplexed and in dire distress. In the room was a negro boy, whose business around the place was to curry and feed the horses, black boots, and do similar work. The negro listened for quite a while to the wails of the young student and then said:

"Marse Bob, I can read that for you."

"You," exclaimed the young man. "You're a fool; this is Greek."

"Can't help it," replied the negro, "I can read it."

The book was handed to him and the negro read right along. When he had finished Judge Blanford said:

"Where in the mischief did you learn to read Greek?"

"At the Atlanta University," quietly responded the negro.—*Atlanta Constitution*.

Correspondence.

WHAT'S IN A TRILLION?

In teaching notation and numeration to our pupils we often make use of the terms *trillion*, *billion*, etc. Do we give them a proper conception of the enormous numbers implied by these terms? Have teachers, generally, even a fair idea of what these terms mean? Let us look at a trillion—the English billion—in the concrete! A trillion seconds! Five times the number elapsing since Creation, accepting the chronology of the Bible as we understand it! A trillion cents! One on top of another, they make a pile nearly a million miles high; as a necklace, they would encircle the earth about 625 times; cast into a pyramid, they would make a monument 140 yards square and higher than the spire of St. James' Cathedral, Toronto; in parallel rows, they would extend over 249 square miles, leaving little curvilinear quadrangles aggregating 53 square miles; to lift them would require every man, woman and child on the American continent. A trillion bricks would build 800 such pyramids as the Sphinx. A trillion words! Had 20 Woman Suffrage orators started at the English Reformation to utter that many, they could have exhausted every word in the human languages and would not finish the job till the time we expect the world to acknowledge our ability—more than a century hence. I am quite satisfied that one teacher with whom I was speaking had not an adequate conception of the term *trillion*, for she said the generosity of her trustees was a "trillion" times less noticeable than the bashfulness of a book-agent—an allusion to my one time occupation, no doubt. Noticing my incredulous look, she flung at me the well-known aphorism from Boileau *Le vrai n'est pas toujours le vraisemblable*: Truth oft lacks verisimilitude.

Tuscorora, Brant Co.

J. H. CLARY.

Question Drawer.

Questions relating to matters of fact are answered by the editor. All others are left, as a rule, for correspondents.

QUESTIONS.

In 1881 I took a professional Second B. Can I obtain Second A without further professional training?

SUBSCRIBER.

(a) What is meant by "word picture" as used in the first question in Literature (Coleridge) in the late Third Class Examination?

(b) What sum of money must be divided among A, B and C so that A may have \$1.44; C, \$1.25, and that B may have as much per cent. more than A as C has more than B?

(c) Paid three sums of money in succession, each of which took $\frac{1}{4}$ of the money I had before paying it less 50 cents, after which I had \$33 $\frac{1}{2}$ left. How much had I at first?

QUAKER.

(a) Name the five great maritime powers in the world, giving names in order.

(b) What metals are found in Cornwall, England? How do these metals appear in nature?

A SUBSCRIBER.

Will some one of your numerous readers send for publication in the CANADA SCHOOL JOURNAL a "Time Table" for a school of four classes (viz., 1, 2, 3, 4). Third and fourth being senior departments, and first and second junior departments.

WILL KING.

(a) The fore wheel of a waggon is 10 $\frac{1}{2}$ ft. in circumference, and turns 440 times more than the hind wheel, which is 11 $\frac{1}{2}$ ft. in circumference; find the distance travelled over in feet.

(b) What is the population of the following places. Toronto, Montreal, Quebec, Hamilton, Kingston, London (Eng.) and India?

S. POOL.

1 Divide the fraction $\frac{17}{18}$ into two such parts that 4 times one of them added to 5 $\frac{1}{2}$ times the other may make 1 $\frac{1}{2}$.

2. A, B, C and D together do a work for which A, by himself, would require 2 hours less than B. A and B together could do it in $\frac{8}{11}$ of the time C and D together would take. A and C in $\frac{2}{3}$ of the time B and D would take, and B and C $\frac{5}{6}$ of the time A and D would take. Find the time each person, singly, would require to do the work. (*From CANADA SCHOOL JOURNAL, Nov. 5th, 1885.*)

3.

Now, man to man, and steel to steel,
A Chieftain's vengeance thou shalt feel.

What kind of a phrase is "man to man," and how would you parse the first "man"?

4. How did Scott prepare himself for writing "The Lady of the Lake," and wherein does his selection of subjects for his literary works differ from that of other authors?

SUBSCRIBER.

ANSWERS.

SUBSCRIBER.—Yes, by passing non-professional examination.

A SUBSCRIBER.—(a) The answer depends upon what is taken as the basis of maritime power. According to the number of armored steamers, the order is Great Britain, France, Turkey, Russia, United States. Reckoning ships of all classes, Great Britain, France, Russia, Sweden and Norway, United States. Reckoning by number of men, Great Britain, France, Russia, Turkey, Italy. Reckoning by annual expenditure, Great Britain, France, Russia, United States, Germany. These arrangements are based upon the statistics for 1880, the last we have at hand.

(b) Copper and tin are the most important, but lead, iron, silver, cobalt and antimony are also found. Copper and tin are found in veins, varying in thickness from 30 feet to less than a quarter of an inch, running through the granite and sandstone. Tin is also found in the gravel, and veins of lead, silver, etc., in the sandstone.

S. POOL.—(b) Toronto, in round numbers, 100,000; Montreal, 150,000; Quebec, 62,000; Hamilton, 36,000; Kingston, 14,000; London (Eng.) This depends upon what is meant by London, i. e., how many of the surrounding villages and parishes are included in it. There is no definite boundary. But within the limits adopted in the last census, which includes the area under the operation of the "Metropolis Local Government Act," the population in 1881 was 3,816,483. India, in round numbers, 254,000,000.

Answer to John Ireland's problem in No. 20, SCHOOL JOURNAL: The quantity is— $1\frac{1}{2}$.

Literary Chit-Chat.

Science announces that hereafter it will devote a supplement every fourth week to education, pedagogics, and the bibliography of education.

Mrs. Burnett's charming story, "Little Lord Fauntleroy," which has been running in *St. Nicholas*, is published in book form by Messrs. Charles Scribner & Sons.