

Question Drawer.

QUESTIONS.

1. Are the certificates of Canadian teachers recognized in the States of the American Union?

2. What are the names and addresses of the Chief Superintendents of Education in the following States: Ohio, Colorado, Nevada, California, Illinois?

C. M. S., Thamesville.

1. How many legal teaching days will there be in 1886?

2. Can a teacher, after having been absent two weeks through sickness and certified to that effect, take these days into account when calculating what his portion of the summer salary will be?

A.

Please publish in your next issue a recipe for renewing blackboards.

TRUSTEE.

1. Which is the better Normal School, Toronto or Ottawa?

2. What are the subjects prescribed for the Normal School course for the year 1887?

J. A. A.

Has the "Teacher's Reading Circle" been put in operation yet or not? If so, how is a person to proceed with it to complete it in the three years specified?

N. G., Dixie.

In the poem "Marmion and Douglas," last verse, and second line of verse: "But soon he reined his fury's pace." Would you take *fury's* to mean "horse or steed?" I find in a small work, prepared by two teachers of North York, such to be the meaning attached to it, but which I do not think is correct. My own explanation is that Douglas, after the first heat of passion had passed, cools down: *his fury's pace*, i. e., *his hasty temper*. He had been exasperated by the manner in which Marmion defied him, and his anger being raised to the highest pitch he gives the command, but after thinking over all in the preceding 14 lines, he recalls his first command. Kindly answer and give your opinion in JOURNAL.

MAC.

ANSWERS.

C. M. S., Thamesville.—1. Certainly not in lieu of State certificates. Probably they would have weight with officials in granting certificates.

2. Ohio, Hon. LeRoy D. Brown, State Commissioner of Common Schools, Columbus; Colorado, Hon. Leonidas S. Cornell, State Superintendent of Public Instruction, Denver; Nevada, Hon. Charles S. Young, State Superintendent of Public Instruction, Carson City; California, Hon. William T. Welcker, State Superintendent of Public Instruction, Sacramento; Illinois, Hon. Henry Raab, State Superintendent of Public Instruction, Springfield.

A.—1. Consult the School Law, of which the Trustees will have a copy.

2. If no deduction is made from the term's salary on account of the sickness, we should suppose the whole time would be counted as if no absence had occurred. But, in case of dispute, address the Secretary of the Education Department.

TRUSTEE.—Perhaps some reader can furnish one for next issue. The Diamond Dyes are said to answer well for all such purposes.

J. A. A.—1. We should not like to venture an opinion on so delicate a point. Both are presumably good.

2. Will be answered as soon as we can get the information.

N. G.—The Reading Circles are local, and should be arranged for by teachers themselves in their Associations or otherwise. In some cases this has been done. The Department, we think, only prescribes or recommends the course.

MAC.—Your explanation is correct. It is not clear that Douglas took horse at all before recalling his mandate, and, if he did, there would be no force in the term *fury* as applied to the horse, while there is much force in it as applied to the hot resentment which urges him to the pursuit.

Correspondence.

A PROBABLE DISCOVERY.

I have been spending much time at the resolution of any three cubes into three other cubes. For example: $1^3 + 2^3 + 3^3 = 2^3 + 3^3 + 4^3$; to find the rational values for x, y, z , was the object of pursuit. I have found them. Their values are: $-\left(\frac{37}{16}\right)^3, \left(\frac{13}{16}\right)^3, \left(\frac{9}{16}\right)^3$. The work is lengthy and abstruse, hence I shall not attempt its exposition in the CANADA SCHOOL JOURNAL; but those who take an interest in it may correspond with me. When the three cubes are equal, as $1^3, 1^3, 1^3$, to find three other cubes whose sum is 3 the cubes are $\left(\frac{37}{16}\right)^3, \left(\frac{13}{16}\right)^3, \left(-\frac{9}{16}\right)^3 = 3$. Both problems have many answers.

JOHN IRELAND, DRACON.

SPELLING REFORM.

To the Editor of the CANADA SCHOOL JOURNAL:

SIR,—As there is amongst those who have the direction of education in this country widespread misapprehension of the aims and methods of the spelling reformers, kindly grant me the privilege of calling public attention to the amended spelling recommended by the Philological Society of England and the American Philological Association. These two learned bodies, after years of cooperation, formulated their recommendations in twenty-four rules, which may be thus briefly stated:—

1. Drop final *e* when it is phonetically useless, as in *live, have, vineyard, masculine*, etc.

2. Drop the phonetically useless letter out of the digraph *ea* in such words as *head, heart, earth, meant*, etc.

3. For *beauty* use the old English form, *beuty*.

4. Drop the phonetically useless letter out of the digraph *eo* in such words as *people, leopard, yeoman*, etc.

5. Drop *i* out of *parliament*.

6. Substitute *u* for *o*, dropping phonetically useless letters when there are any, in such words as *above, some, dozen, tongue (tung)*, etc., and substitute the Old English *wimen* for *women*.

7. Drop *o* from *ou* in such words as *journal, nourish, trouble, rough (ruf)*, etc.

8. Drop *u* from such native English words as *guard, guild, guilt, guess*, etc.

9. Drop the digraph *ue* after *g* when the change would not affect the pronunciation, as in *apologue, dialogue, demagogue, colleague, harangue*, etc., retaining it in such words as *vogue*.

10. Substitute *rime* for *rhyme*.

11. When doubling final *b, d, g, n, r, t, f, l*, or *z* serves no useful phonetic purpose, drop the last letter, as in *ebb, add, egg, inn, purr, butt, staff, dull, buzz*, retaining such forms as *all, hail*, etc. Omit also one *b* from *abbreviate*, one *c* from *accrue*, one *f* from *affix*, one *l* from *traveller*, etc.

12. Drop silent *b* from *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*, etc.

13. Change *c* back to *s* in *cider, fierce, hence, pence, whence*, etc.

14. Drop the *h* from *ch* when it is phonetically useless, as in *chamomile, stomach, cholera, school*, etc.

15. Substitute *t* for *d* or *ed* in *crossed, looked, passed*, etc., retaining the *e* when the loss of it would modify the sound of the preceding syllable, as in *chanced, chafed*, etc.

16. Drop *g* from *feign, foreign, and sovereign*.

17. Drop *h* from *aghast* and *ghost*.

18. Drop *l* out of *could*.

19. Drop *p* from *receipt*.

20. Drop *s* from *island, aisle, and demesne*, and write *z* for *s* in *abuse, rise*, etc.

21. Drop *c* from *scent*, and write *sithe* for *scythe*.

22. Drop *t* from *catch, pitch, witch*, etc.

23. Omit *w* from *whole*.

24. Write *f* for *ph* in *philosophy, sphere*, etc.

I need only say by way of remark on these rules:—(1) That their number might be considerably reduced by a different mode of statement; (2) that though our spelling would, in spite of their opera-