and gratefully as I do. My wife and I have had a wandering time of it. At first there were but three lay inspectors for all England. My district went across from Pembroke dock to Great Yarmouth. We had no home of our own. One of our children was born at Derby, in a lodging, with the work-house—if I recollect rightly—just behind it, and a penitentiary in front."—*Ex.*

A university for women was dedicated in St. Petersburg last October. The building cost over $150,000, the money being raised by subscription throughout the empire. Even Siberia furnished for the purpose about $8,000. This new temple of science for Russian women is handsome in style and finish; and in its heating arrangements and ventilation it surpasses any other building in this capital, including the imperial palaces. In the building there are six lecture rooms, each large enough to seat three hundred students, seven museums and laboratories, a library, two large halls, special rooms for the president, physician, and professors, a dining room, kitchen, and other apartments. The ceremony of dedication took place in the largest hall, Bishop Arsney officiating. While the Te Deum was being chanted, an arch-priest went from room to room, sprinkling them with holy water. In a conspicuous place there was a large portrait of the present Czar, although Alexander III. did not subscribe a cent toward the building. After the abolition of serfdom, the women of Russia petitioned the Czar to open the highest institutions of learning to them. Only seven years ago, however, were they allowed to pursue a university course of study, and that in a private way. Nearly six hundred young women at once entered upon the pursuit of liberal studies, and up to this time over twenty-five hundred women studied in the university. At the present time the women's university counts over seven hundred students and twenty professors, and give instruction in literature, history, classical and modern languages, mathematics, astronomy, anatomy, physiology, zoology, chemistry, mineralogy, and physics. All these sciences are divided into three departments—literary, natural science, and mathematics. The students are evenly divided between these three departments. The tuition fee is fifty roubles (about $40) per annum. Prof. Betekoff, the chairman of the trustees, in his speech gave a review of the great difficulties which Russian women have to overcome on their way to the temple of science. On one side there were ladies giving tens of thousands of roubles for the higher education of their sisters, and hundreds of young ladies begging to be allowed to study; and on the other was imperial opposition. Women physicians risked their lives during the late Turko-Russian War and in time of deadly epidemics; and the Czar, while decorating the brave female surgeons, yet obstinately refused to incorporate a medical college for women.

The semi-annual meeting of the Elgin Teachers' Association at St. Thomas last month was well attended. Miss Jennie Forbes, of the Model School, read an excellent essay on teaching practical English. Miss Forbes then proceeded with a class to illustrate her method. After obtaining a word by a simple device, she proceeded to dwell upon it by writing it on the board, and having the class construct sentences containing it. By this and similar devices she claimed that pupils could be led on until they could frame a complete idea, in this way developing the power to express their thoughts in correct form and good English. Considerable discussion followed. Mr. J. H. Smith, of Belmont, introduced the subject of commercial work in Public Schools. He showed how he took up the different business forms. Discussion by Messrs. Hammond, Ames, Hughes, and Grout. Mr. John Millar, B.A., next dealt with English Composition. Composition and grammar, he held, should go hand in hand. He first dealt with the statement, its sub-divisions and their complements. Mr. Hammond urged that more attention should be given to practice than theory. The subject was also discussed by Messrs. Hammond, Butchart, Warwick, and Ford. In the evening a public entertainment was held in the lecture-room of Knox Church. Various musical exercises, under the direction of Prof. Jones, were well rendered, and gave good satisfaction. Miss Phœbe Scott, of Sparta, recited the "Fall of the Pemberton Mills" with excellent effect. A debate on the subject "Resolved, that the reading of fiction in general is conducive to the development of moral and intellectual strength," was conducted with spirit and ability. Mr. Hammond, of Aylmer, led on the affirmative, and was assisted by Mr. Rothwell, Headmaster of Dutton High School. The negative was championed by Mr. Ames, of the Collegiate Institute, assisted by Mr. Rutherford, Headmaster of Aylmer High School. Messrs. Millar, Smith, and Eedy were chosen to sum up the arguments of the debate and give a decision. They decided in favour of the negative, to the evident surprise of many, especially of the ladies.

On Saturday morning N. M. Campbell, of the Model School, took up the subject of Modern Methods. He said that we are now going back to the oldest methods, that is the natural methods, and these consist in the use of objects associated with the idea to be taught, allowing the pupils to actually perform operations. By a series of illustrations Mr. Campbell explained the theory of teaching numbers by objects, and thereby assisted the number with the object—a plan fitted to make an impression on a young mind. In speaking of reading he strongly recommended the "Look and Say" method, showing that it is the natural method, and also showed the difficulty attending teaching by the phonic method. Considerable discussion followed, in which Messrs. Boughner, McKenzie, Butchart, Grout and others took part. Mr. Rothwell, Head master of Dutton High School, on the subject of Psychology in its relation to the teaching profession, spoke at some length on the effects of civilization. Mr. Ames followed with a few well-chosen remarks. Mr. G. W. Shepherd, B.A., then introduced "History, and how to Teach it." He first spoke of the real object of teaching history, that is, that by past examples to teach rights and duties of citizenship and to make able leaders for our nations. The objects in teaching history were: 1, to lay a proper foundation on which you may afterwards rear up a historical superstructure; 2, to stir up the imagination of children; 3, to cultivate the memory; 4, to aid a child in expressing its thoughts; and 5, to create a love for the subject. He would take up the whole history of a nation by topics, showing the growth or decay of a nation, and using biographies of great men as these topics. Animated discussion followed, in which Messrs. Campbell, Miller, and McKenzie took part. The committee appointed to nominate officers reported as follows:—President, Mr. N. M. Campbell; vice-president, Mr. Rothwell; corresponding secretary, Mrs. L. Thornton; secretary, Mr. Smith; treasurer, Mr. Leitch; librarian, W. Atkins; executive committee, Messrs. Millar, Rutherford, McKenzie, McArthur, Grout, Misses M. Reid, Baker, M. Arnold, Cattanach, Lavin.

Question Drawer.

QUESTIONS.

SOMETHING NEW, PERHAPS.

At intervals, for the past few years, I directed my efforts to the finding of a triangle whose three sides are rational, and the area a square number. Even during my sleepless hours at night I resolved the problem, looked at it in the *dark*, would rise in the morning in hope that the new idea would do something, but failure after failure was the result, till *one* idea started in the night of the 17th instant brought out the desired object. I used three unknowns, and two of them to fourth powers in the diophantine equation. I had to employ what is known as *double equalities*, thus raising the unknowns to high powers. The sides came out in fractions and so did the area, but they were all *positive*, and, on removing the denominators, I obtained integers. I was afraid to examine the work, almost afraid to breathe, for fear all would vanish. The triangle is an obtuse one.

JOHN IRELAND, Fergus.

(*a*) Where is Scythia and what is the modern name for it?

(*b*) What is the best book on Botany for a beginner?

(*c*) Parse *like* in the sentence, There was my Roland to bear the whole weight of the news which alone could save Aix from its fate, with his nostrils *like* pits full of blood to the brim.

(*d*) What kind of an infinitive is *to death* in the sentence, He was shot *to death* in his youth? W. McD.

(*a*) Where can I get Queer Questions and Ready Replies mentioned in your issue of Dec. 1?

(*b*) Kindly give solution to the following from H. S. Arithmetic: "A mixture of soda and potash, dissolved in 2,540 grains of water, took up 980 grains of aqueous sulphuric acid, and the weight of the compound solution was 4,285 grains. Find how much potash and how much soda the mixture contained, assuming that aqueous sulphuric acid unites with soda in the proportion of 49 grains to 32, and with potash in the proportion of 49 to 48." ALPHA.