

chance to meet elsewhere, just as they would save their best cakes and pies for guests, and put by all their sour food for their own board. We would say to all boys and girls, "Use your guest's voice at home." Watch it day by day as a pearl of great price, for it will be worth more to you in the time to come than the best pearl held in the sea.—*Philadelphia Saturday Evening Post.*

Question Drawer.

QUESTIONS.

How should the words in italics in the following sentences be parsed?

1. That tongue of *yours* is too busy.
2. Your school is larger than *ours* is.
3. As a teacher he was a complete failure.

W. M.

A company employs an agent for a year, giving him to start with, cash \$32.17; goods \$57.54. The agent sells for cash \$102.91; buys \$59.91 worth of goods. He retains for his salary \$25.00. He returns goods to the amount of \$31.37. At the end of the year does the agent owe the company or the company owe him, and how much?

Belmore.

A SUBSCRIBER.

ANSWERS.

We have received no answer to the truth question given a few weeks since, but publish the following from the *Journal of Education* from which the question was taken:—

The probability of A's statement is false = $\frac{1}{3}$, B's = $\frac{1}{3}$, C's = $\frac{1}{3}$. The probability that A and B would concur in a falsehood = $\frac{1}{3} \times \frac{1}{3} = \frac{1}{9}$. The probability that a statement affirmed by A and B, but denied by C, is false = $\frac{1}{3} \div \frac{1}{3} = \frac{1}{3}$. (certainly) — $\frac{1}{20}$ (probability of falsehood) = $\frac{1}{20}$. C. A. STROUT.

Crawford, N. J., Jan. 2, 1885.

A. W. HEASLIP, (last week.)—The 1st, and 2nd Part of First Reader, and the 2nd Reader are ready now. The remainder of the series will be ready before the middle of May.

The old series will not be authorized after the close of the current year.

Teachers' Associations.

SIMCOE.—A joint convention of the N. and S. Simcoe Teacher's Association, was held in Barrie on the 29th and 30th of January, and was noted for the large attendance, and for the excellence and practical nature of the papers read.

THURSDAY. Meeting opened at 10 a.m., Mr. T. M. Hunter, M.A., chosen chairman, and Mr. T. O. Steele secretary. Mr. Steele read the first paper, the subject of which was "Entrance Examinations." He pointed out and explained the various changes and improvements in the new programme, and urged the teachers to provide themselves with copies of the latest Regulation.

Agents for the *Educational Weekly*, the CANADA SCHOOL JOURNAL and the *Monthly Supplement*, were heard in favor of those journals.

Mr. Ward gave an admirable and rational method of teaching Grammar.

Mr. Tilley took up the subject of Geography, which he prefaced with well chosen general remarks to the teachers, especially urging them to like and study carefully as many *live* school journals as possible.

On entering into the subject of his paper he pointed out the end and means of geographical study, and the most important and beneficial parts of the subject to be taken up, showing especially the relation of climate and situation to the animal and vegetable products, and the occupations of the inhabitants of a country.

The attendance at the evening session, not only of teachers but of many of the prominent citizens of Barrie, showed the interest taken in educational matters; and if each one present did not go away wiser and better, it was not the fault of the entertainment.

Mr. Tilley was the first speaker, the subject being "The Relation of Education to the State." He said that it was necessary, both for individuals and nations, to occasionally "Take Stock." The prosperity of a nation depended more upon the intelligence of its people than upon fertility of soil or salubrity of climate. It was the duty of a Government to do for the people whatever could be better borne by the Government than by the people themselves. One of these things was a well devised and properly executed system of Education. Teachers the

main spring of system—whole matter in their hands. He urged upon trustees to get the best teachers possible, and not to change without the strongest reasons. Cheap teachers a false economy. A good educational system must necessarily be expensive, but we find that the investment pays, when we consider that the vast returns in the shape of our civil and religious liberties.

The next speaker was the Rev. D. D. McLeod. He showed what Scotland owed to her educational system. He had been both teacher and trustee. Greater permanency of situation, higher honors, and ampler remuneration as regards teachers, are highly desirable. High Schools the poor man's schools, and those who would do away with them are the poor man's worst enemies. Many of the best men in the British Empire have risen from the lower ranks of society. Teachers should avoid the rote system, should train the pupils to think and understand, and to feel that they are capable of improvement. Teachers should endeavor to form proper characters, and to fit their pupils to become good Christian citizens.

His Honor Judge Boyd, next gave a short, pithy address. He referred to his long connection with educational matters, and reiterated the sentiments of the former speakers, but thought that in the matter of High School education, while the State should encourage genius, the parents of pupils should contribute largely to its support.

Mr. Drury, M.P.P., next addressed the convention. He agreed mainly with the last speaker in the matter of High Schools. He had been at one time a teacher, but there had been great educational revolution and progress since that time. He believed in the education of the masses, especially farmers, and thought that a proper education better fitted a man for any position in life.

Mr. H. B. Spotton, M.A., closed the "Entertainment" with a lecture on "The Scientific Method in Public Schools," illustrated by a series of lessons in elementary chemistry, which, for clearness, incisiveness, adaptability to the minds of pupils, and tendency to develop the thinking, reasoning, and observing faculties, could with difficulty be excelled. He very successfully performed a number of the beautiful and startling experiments which he is wont to introduce to his class, during a course of lessons, and with which he precedes each new departure, the tendency of which would be to lead the pupils to observe, to inquire, and to draw conclusions for themselves.

FRIDAY. The first business was a vote of thanks to Messrs. Tilley, McLeod, Boyd, Drury and Spotton.

Dr. Forest then introduced the subject of Phonic Reading, and illustrated by diagrams the proper position of the vocal organs to form the various sounds of letters, syllables and words. The system is natural, simple and rational, and if adopted by teachers would not only facilitate the teaching of young children, but would lay the foundation of a correct articulation.

Mr. Tilley gave a thoroughly practical paper on Composition. He referred to the faulty and disastrous methods formerly pursued, and gave a regular course of Composition for all the classes of a school up to the Senior Fourth, which, if properly carried out would fit pupils to correctly express their thoughts, write them in good form, and be able to carry on any ordinary business or social correspondence.

Mr. Williams following, said that composition had been much neglected in the past because many of the teachers did not know how to teach it, but hoped better work would be done in the future.

Mr. Sneath read an able paper on the Superannuation Fund, advocating its continuance and pointing out ways of making it more efficient. The general impression seemed to be that the most defective point about the Fund is that it makes no provision for the family of the teacher after his death. Two resolutions were passed, one affirming the desirability of continuing the fund in some efficient form, and the other the undesirability of increasing the annual payment to said fund.

Mr. Tilley closed the Convention with a stirring address to the teachers, portraying the importance and nobility of their work, and urging them to teach those things that would never be forgotten, but which would influence the lives of their pupils. He said that the teacher must be possessed of the right qualities of heart and mind, must love his work, exercise patience, and hope, and not be discouraged if the fruits of his labors did not at once appear. He must encourage the dull, restrain the vicious, and inculcate, both by precept and practice, the great principles of true religion; and though the pecuniary reward may be inadequate, a greater and nobler recompense is eternally secured.—*T. O. S. Sec'y.*

Literary Review.

The Youth's Companion: A National Paper for the Young. This admirable paper though designed for the young in years, is pretty sure to be read by the young of all ages. Its success is, perhaps, unparalleled, its weekly circulation of 340,000 being equalled by that of no other literary paper. It is published by Perry, Mason & Co., 43 Temple Place, Boston: Weekly, \$1.75 per year.