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The Canada School Journal.

AND WEEKLY REVIEW.

VOL. X.

TORONTO, APRIL 30, 1885.

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The Canada School Journal and Weekly Review.

Edited by J. E. WELLS, M.A.

and a staff of competent Provincial editors.

An Educational Journal devoted to the advancement of Literature, Science, and the teaching profession in Canada.

—o—TERMS.—o—

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

Publishers.

The World.

The Sunday question is just now evoking a good deal of discussion. Since the outbreak in the Northwest several of the Toronto dailies have taken advantage of the public anxiety to issue Sunday editions. This movement has naturally given rise to anxiety on the part of those who wish to keep the day of rest unbroken. These naturally fear the beginning which may prove but the entering of the thin edge of the wedge which will be driven home until it cleaves a fissure in the Sabbath wide enough for the admission of the Sunday newspaper with all its accompaniments. Such an outcome would be greatly to be deplored, as one of the worst of breaches in the sacredness of the Sabbath rest. If the papers are sincere in their professions why not confine themselves to the issue of bulletins giving simply the latest news? No one, we think, would object to that and it would serve just as well to allay the very natural anxiety of those who have friends at the front.

The work of Civil Service Reform seems to be going on nobly in the neighbouring republic under President Cleveland's administration. The Secretary of the Navy and the Postmaster-General have notified the clerks in their respective departments that the full number of hours per day will be exacted, until the work which is now far in arrears is overtaken. Hitherto these clerks have been accustomed to clip two or three hours from the regulation day. The Postmaster-General has also actually reduced the number of Post Office Inspectors from sixty-nine to forty-five. He still further announces that all future appointments will be based on merit, after a thorough investigation of character, and, even then, will be at first only for six months of probation. If this kind of thing goes on there will soon be a great reduction in the number of patriots eager to serve their country in some lucrative office.

Our hopes seem to have failed, and our worst fears bid fair to be realized in reference to the half-breed rebellion. At the time of this writing the issue of the second conflict between Gen. Middleton's forces and those of the rebels is unknown, although there can be no doubt that the superior numbers, discipline and resources of the former must prevail. The determined and deadly resistance offered shows that Riel's followers are brave and desperate men. The whole business is most deplorable, and when it is all over, the insurrection crushed, and we left mourning the loss of so many gallant young men, the public grief will be aggravated by the fact that the foes they so bravely fought and subdued, were simply misguided and ignorant men, contending for what they believed to be their rights. The public will need to know that every effort to secure a peaceful solution of the difficulty on the basis of justice and generosity was made before the dread alternative was resorted to.

Referring to Indian troubles and massacres in the United States, Canadians have long been in the habit of saying "This business is better managed with us." The indications are that we shall be able to make this boast no longer. At the very moment when our Northwest Indians are complaining of bad faith and starvation, and for the first time in our history perpetrating atrocities, our cousins in the South are beginning to deal justly and mercifully with their aborigines. The new Secretary of the Interior, Mr. Lamar, has warned the white settlers on the Indian reserve at Oklahoma that they are trespassers and if they do not remove themselves the Government will have to remove them. He has gone still further in the case of another reservation, the Winnebago, and declared, after strict investigation, that the throwing open of this reserve to settlement, which was one of the last official acts of President Arthur, was in contravention of sacred treaties and therefore void. The settlers who have been rushing in thither are likewise warned to take themselves hence or they will be taken hence by the Government. All honour to the new President and his cabinet.

The Afghan question is still undecided. Peace and war are trembling in the scales of the diplomatic balance and the world is waiting with bated breath for the result. Though we are assured on every hand that war is inevitable there still seems some room for hope. It may be that the question is even now virtually settled, and that all further interchange of despatches is but a series of manœuvres on the part of each to gain time for preparation. But as no one doubts that the desire of Gladstone and his advisers for peace is both strong and honest, there may still be found a basis of honorable compromise. The peace proclivities of the British administration are a source of weakness in negotiation, but in the event of war, they will become a tower of strength in action. The nation will feel that the war in which such a ministry engages must be a righteous one, and will be a unit in pledging all the resources of the nation to carry it through to the bitter end. The contest will be terrible if it comes, but the boundless resources, bull-dog tenacity and indomitable pluck of the British race, make the ultimate issue scarcely a matter of doubt. The suspicious haste with which the French seem to be forcing a quarrel upon Egypt on a paltry pretext, gives rise to some uncomfortable fears that France and Russia may be acting in concert. France will hardly be rash enough to involve herself in such a struggle without asking herself how Germany would regard her alliance with Russia.

The School.

Prof. Fay, of Tuft's College, recently sent out a circular asking three hundred and fifty College Professors their opinions as to the best modern language equivalent for the Greek required for matriculation in Colleges. As between German and French sixty-seven per cent. of the replies were in favor of German. Regarding the question from the single point of view of the educational value of the study, the only wonder is that the percentage in favor of German was not much larger.

We noticed with approval last week the circular of the Minister of Education setting apart the 8th day of May as a School Arbor Day, and constituting it a holiday for that purpose. We have received a copy of a circular issued by Mr. J. H. Smith, Public School Inspector for the county of Wentworth, to the trustees, teachers and pupils of that county. We note with pleasure that the good work was commenced a year ago in that county, at Inspector Smith's suggestion and with very encouraging results. As we like to give honour to whom honour is due, and as Inspector Smith's circular contains some excellent suggestions we reprint it in full in another column.

How many of the pupils on leaving the public Schools know how to indite, fold and address a letter? It is, we fear, too often the case that the crowded programme leaves no time for instruction in such useful matters. An hour or two of every week could not be more profitably spent than in instructing and exercising the pupils in this very necessary art. Each pupil should be supplied with good letter or note paper, envelopes,

etc. The teacher should indicate the nature of the letter he requires to be written, stating in general terms the contents. Letters to friends and relatives, at home and abroad, letters of travel, description, business, may be required. The variety is inexhaustible. Models might occasionally be given. By way of aid and encouragement the teacher might select a few of those best expressed and read them before the class. He should also approve and exhibit those most neatly written, folded and addressed. The accomplishment thus gained would be of very great value to every pupil in after life.

The *School Guardian* (English), commenting on the report of the Secretary at the recent Conference of the National Union of Elementary Teachers, says that there seems to be a general tendency to supplant the pupil-teacher by the adult assistant. This is a movement in the right direction. There can be no greater mistake in education than to set an immature pupil-teacher, or monitor, to instruct classes of young children. It may be good for the instructor, but it is bad for the children. It is the worst possible economy. The time of the pupils is often doubly wasted, inasmuch as not only is the opportunity for developing their thinking faculties lost, but listless, mechanical habits of mind are formed which hinder all subsequent progress. None but the mature, trained teacher, who understands the working of the child's mind, and the science of education, is fit to teach even the youngest pupils.

Queen's College Journal referring to our remark that if we believed the federation of the Colleges in Toronto would tend to dry up the streams of private benevolence upon which the voluntary institutions depend for support we should not be in favor of federation, alleges that there can be no doubt whatever, that the result indicated would follow federation. We are far from being convinced that this is so. No doubt some few benefactors whose gifts have been largely influenced by local considerations might withhold further contributions. But we see no reason to doubt that, if the federation were rightly managed, a much larger number would become interested in the work, and come forward with liberal gifts. The spirit of emulation aroused between the colleges—not the worthiest motive we admit—would in itself give a powerful stimulus to private benevolence. But these results could be hoped for only as the union became a genuine federation, not a consolidation. Any amalgamation which had a tendency to destroy the individuality of the denominational colleges, and to merge them as literary institutions in University College, we should most strongly deprecate. As we have said before, if federation means simply the forming of a congeries of theological halls around the nucleus of the State College, it would be simply an educational calamity. Whether in Toronto or out of it we want to see the voluntary colleges grow and become strong and great. As there seems some reason to believe that they would do this working side by side in friendly competition better than when measuring themselves by themselves in local isolation, we are in favor of the change.

While we believe a good deal of nonsense is being talked and written about the "New Education," we are far from thinking that there is nothing in it. Few teachers, even of experience, can read the model lessons we are now publishing from the "Quincy Methods," without gaining some hints that may prove of great service in dealing at least with the very young and very dull pupils, who are pretty sure to be found in every school. Have you a boy or a girl who, while not, perhaps, lacking in general intelligence, seems to be wholly stupid where books are concerned? The mind is evidently there, but it appears as if sheathed over with a covering of some sort which shuts off access by the ordinary avenues. Your best efforts have hitherto failed to pierce the incrustation and awaken the dormant faculties. Discard the book methods and try the "Quincy Methods," for a time. Give the child something which he can touch and handle. Set him to do anything with slate, or blocks, or objects of any kind in which you can get him interested. To arouse interest is to gain the first victory. Whatever can banish listlessness, and call forth a consciousness of some kind of power, gives you access to the mind and enables you to begin your work. We do not suppose this is a discovery of to-day or yesterday. It is a method which, in some form or other, every true educator will have found out and used for himself. But by emphasizing it, extending it and reducing it to a system, the so-called "New Education" is conferring a great benefit upon the teachers and the children.

ELECTIVE COURSES AT HARVARD.

There seems to have been a good deal of misapprehension in regard to the new and bold departure of Harvard University in the matter of options. The plan decided on by the authorities is not yet perfected in detail, and consequently will not yet be published in the College Circular. But the *Christian Union* gives a very clear account of the principal decisions reached. The subjects of matriculation are divided into two classes. eight elementary studies, and nine advanced studies. The elementary subjects are, 1, English, 2, Greek, 3, Latin; 4, German, 5, French, 6, History (ancient and modern), 7, Mathematics, 8, Physical Science. The advanced studies are, 1, Greek, 2, Latin, 3, Greek and Latin Composition, 4, German, 5, French, 6, Mathematics, Logarithms, Trigonometry, and solid (or analytic) Geometry, 7, Mathematics, Analytic (or solid), Geometry and Elementary Mechanics, 8, Physics, 9, Chemistry. Any candidate presenting himself for examination in all the elementary studies is obliged to offer in addition any two, and only two, of the advanced studies. But he is not obliged to present himself in all the elementary studies. He may omit German or French, and then must take three, instead of two, advanced studies. He may omit Greek or Latin, and in that case must offer four of the advanced studies, and amongst the four must be the one numbered 6, and also either 7, 8, or 9. He may combine the other two options, omitting one of the two ancient languages and one of the two modern, but must then offer five of the advanced studies, including 6, and either 7, 8, or 9 as before.

Greek or Latin may thus be omitted for a scientific substitute, but not for a literary or modern language one. It is considered that the standard of matriculation remains about as it was in regard to difficulty. The concession is made in favor of a "scientific" training. As previous changes in the same direction during the past six years have resulted in a great increase of students, it seems highly probable that this more radical tone will add still more largely to the numbers. The chief anomaly seems to us to be in the tacit denial that a course in literature is equal in educational value to one in science. Without disparagement to the latter it might safely, we believe, be maintained that the former is more than equivalent by reason of the wider range of faculties it calls into play.

FIXITY OF TENURE.

The question of the uncertainty of the teacher's tenure is just now under discussion on both sides of the Atlantic. It is agreed on all hands that one of the most serious hindrances to the elevation of pedagogy to its true rank amongst the foremost professions is the fact that so few, comparatively, who engage in it make it a life work. By very many it is still regarded merely as a stepping-stone to some other pursuit. It is argued with much force, that one of the best means of counteracting this tendency would be to insure the permanency of the teacher's situation during good behaviour and reasonable proficiency. The last number of the *N. E. Journal of Education* contains a symposium, in which the views of a number of prominent educators are given. All agree in regard to the need of a change in the direction of more permanency, and all deprecate the existing law which compels the annual election of every teacher.

The annual election system is certainly bad. Few things could operate more powerfully to lower the dignity of the profession in the eyes of the public, or to unfit the teacher himself for doing his best work by keeping him in a state of mental unrest, and tempting him to study popularity rather than efficiency. Such a law opens up the door for intrigue, offers a premium to favoritism, and exposes the teacher to constant danger of being made the victim of prejudice or petty malice.

On the other hand, it is pretty clear that any legislation in the direction of an enforced fixity of tenure would be a clog to progress. It would injure the teacher by taking from him one of his chief incentives to self-improvement. It would often deprive the school of the benefit of a change of methods, and virtually saddle it with a long *regime* of laziness or incompetence. We do not see that the present system in Ontario which leaves the matter pretty much in the hands of the local authorities could be bettered. The capable, efficient teacher need have, as a rule, no fear of removal, while the natural stimulus to exertion is always present. The thoroughly competent man or woman is, we fancy, very seldom dismissed, nor is the salary of such a teacher often lowered. A compulsory fixity of tenure would tend to lessen the chances of promotion, which is one of the strongest motives with the average teacher. In this, too, as in other matters, the less Government interferes

between teacher and employer, the better. Every teacher should be at liberty to leave his position for a more responsible and lucrative one whenever he can, and every Board of Trustees should feel bound to replace an inferior teacher with a superior one whenever they can. Not all changes of teachers are undesirable, but only those which leave the school no better than they found it. The teacher of spirit asks only a fair field and free competition.

Special Articles,

PUBLIC SCHOOL INSPECTOR'S OFFICE.

ANCASTER, April 18th, 1885.

To the Trustees, Teachers, and Pupils of the Public Schools of Wentworth:

Last year I ventured to suggest that the first day of May should be set apart and celebrated in our Public Schools as "Arbor Day." The very hearty manner in which that suggestion was acted upon convinced me that this was a step in the right direction, and that the people were both ready and willing to improve and adorn the school grounds. From the most reliable information that I can obtain there were planted on that day over 1500 shade and ornamental trees, besides the equally important work of removing the rubbish that had accumulated during the winter. This is a noble work and worthy of all encouragement. To secure united action among Trustees, Teachers and Pupils, I would recommend Trustee Boards to set apart Friday, the first day of May, as "Arbor Day," and join with the teachers and pupils, not only in planting suitable shade trees, but in seeing that the grounds are properly cleaned up, and that ashes, sticks of wood, and other uncomely objects which have accumulated during the winter be removed from the premises. If the fences, or gates, or outhouses need repairing let it be promptly attended to, for I am fully persuaded that every effort in the direction of improving the appearance of the school premises will have a beneficial influence upon the pupils. It is perhaps unnecessary to refer to the healthfulness of clean premises, as I presume every person is aware that filth of every kind is not only unsightly and repulsive, but positively injurious. I therefore trust that the suggestions I have made will be acted upon in every section, and that May-Day will be spent in making our school grounds attractive. I have a few words to say to the boys and girls attending our schools, for I am very anxious to have them take a part in this good work. In a few years you will bid farewell to schools, and enter upon the active duties of life. When at some future day you revisit the "Old Schoolhouse," nothing will call up more pleasant memories than to know that you assisted in planting some of the beautiful shade trees under which another generation of school children will be enjoying themselves. You will look back to the time when you played upon these grounds, and will live over again in memory those pleasant days of childhood. Let every boy and girl then do something to beautify the school ground and make school life attractive, and you will never regret the time and labor spent in this way. Lay your books aside for that day and enter heartily, as I believe you will, into the spirit of the occasion. With united effort much can be done, and I look forward with pleasure to the time when every school ground will have its quota of shade trees; and flower beds carefully attended will be the rule and not the exception. In conclusion, permit me to say to the teachers that your position in the section calls for your active co-operation, and I trust each one will be found a leader in this good work.

Yours faithfully,

J. H. SMITH, P. S. Inspector, Wentworth.

Prize Competition.

ERRATA.—In the Arithmetical problems in last week's issue of the JOURNAL, the following typographical errors occur:—

In No. 9, £18 11s. 6d., should read £18 10s. 6d.

" 17. Ans. $3\frac{3}{4}$ days, should read, ans. $3\frac{1}{4}$ days.

" 5. Ans. $\frac{3}{4} \div \frac{2}{3} \times \frac{1}{4}$, " $\frac{3}{4} \div \frac{2}{3} \times \frac{1}{4}$.

and Ans. $5\frac{1}{2}$.

In No. 1. Ans. = 25.

ARITHMETICAL PROBLEMS.

FOR CANADA SCHOOL JOURNAL COMPETITION PRIZES—FOURTH CLASS.
—SIGNED NO. 33, A.

1. Find value of a field (square) that a wheel, 22 feet in circumference, makes 4,400 revolutions, in passing around, at \$12 per acre.
Solution.— $\frac{22}{100} \times 4400 \times \frac{1}{4} \times \frac{1}{4} \times 4400 \times \frac{1}{4} \times \frac{1}{4} \times \frac{1}{4} = \$161,333\frac{1}{2}$.

2. A spent \$880 in purchasing equal quantities of tea at 75 cent and coffee at 35 cents per lb. He sells the tea at 85 cents, and coffee at 45 cents per lb., find his net gains.

Solution.— $\frac{880}{75+35} \times 100 = 800 =$ No. of lbs. of each bought the guins.

10 cents per lb. on the tea, and 5 cents on the coffee = 15 cents on a lb. of each, or \$120 on 800 lbs. of each.

or $\frac{880}{75+35} \times \frac{100}{1} \times \frac{115}{100} = \120 .

3. A does $\frac{2}{3}$ thirds, of a work in 8 days, B does as much in 18 days as A can in 12 days. C does as much in 14 days as A and B do in 8 days. In what time will B and C (separately) do a work that A does in 60 days?

Solution.— $\frac{2}{3}$ in 8, or whole in 12 days by A, and 12 days as = 18 days B's, therefore B can do the whole in 18. Again A does $\frac{1}{2}$ in one day, or $\frac{1}{2}$ in 8 days similarly. B does $\frac{1}{2}$, then $\frac{1}{2} \times \frac{1}{2} =$ part C does in 14 days, or $\frac{1}{2}$ in 14, or $\frac{1}{2}$ in 12 days, and $\frac{1}{2} \times \frac{1}{2} =$ 90 days B's, and $\frac{90}{12} \times 12 = 63$ days for C's.

4. If it cost \$11.75 to burnish a plate, $\frac{1}{2}$ of an inch thick, at 25 cents per square foot; find its weight. Sp. gr. 7 ($7 \times 62\frac{1}{2}$ lbs.)

Solution.— $\frac{\$11.75}{25} \div \frac{1}{2} \times \frac{1}{2} \times 7 \times 62\frac{1}{2} = 1,285\frac{1}{2}$ lbs.

5. When wheat is selling at \$2 per bushel, the 4 lb loaf costs 17 cents. What should I pay for 3 tons 6 cwt. 2 qrs. 10 lbs. wheat, when 75 lbs. of bread cost \$3.37 $\frac{1}{2}$.

Solution.—4 lbs. cost 17 cents, 1 lb = $\frac{17}{4}$ cents; again 75 lbs. cost \$3.37 $\frac{1}{2}$, the 1 = 4 $\frac{1}{2}$ cts., therefore, prices are as 17; 18 and $\frac{2}{3} \times 17 =$ \$2.11 $\frac{1}{2}$ per bushel, and 3 tons 6 cwt. 2 qrs. 10 lbs = 111 bushels, and $111 \times \$2.11\frac{1}{2} = \$235.05\frac{1}{2}$.

6. If $\frac{1}{4}$ of a lb. of tea cost as much as $\frac{3}{4}$ lbs. of wheat, and 40 lbs. of each cost \$90; find value of 9 bushels 20 lbs. of wheat and 10 lbs. of tea.

Solution.— $\frac{3}{4}$ lbs. of tea = $\frac{3}{4}$ lbs. of wheat — $\frac{1}{4}$ lbs. of tea = 44 lbs. of wheat, therefore, 40 lbs. of tea \times 40 lbs. of wheat = 1800 lb. of wheat = 30 bushels, and 30 bushels cost \$90, 1 bushel will cost \$3, and 9 $\frac{1}{2}$ bushels = \$28; again 60 lbs. of wheat cost 300 cents, 1 lb. 5 cents, and 44 lbs. = \$2.20, price of $\frac{1}{4}$ lb. tea, then 1 lb. costs \$2.20 — 10 lbs. = \$22 and 28 — 22 = \$50.

7. A rows down a stream in 3 hours 30 minutes, and back in 5 hours 10 minutes. If the rate of the stream is 2 miles per hour. In what time, at the same rate of rowing, will he go from H to K, a distance of 120 miles in still water.

Solution.—The stream helps him 2 miles in 3, or 7 miles in 8 $\frac{1}{2}$ hours. In coming back the stream will retard him 7 miles, therefore, 14 miles is rowed in (5 hours 10 minutes — 3 hours 30 minutes) and 43 $\frac{1}{2}$ miles in 5 hours 10 minutes. Again 5 hours 10 minutes + 3 hours 30 minutes = 2 = 4 hours 20 minutes = time required to row 43 $\frac{1}{2}$ miles in still water; then 43 $\frac{1}{2}$ miles in 4 hours 20 minutes, or 120 miles in 11 hours 58 minutes 53 $\frac{1}{2}$ seconds.

8. If 3 men do $\frac{2}{3}$ as much in 5 days as 8 women can in three days, and 5 women can earn as much as 13 children in 1 day. In how many days will 4 men earn as much as 12 children in 60 d.

Solution.—If 3 men do $\frac{2}{3}$ in 5 days, 5 men will do $\frac{2}{3}$ in 3 days. 1 man will do $\frac{2}{3}$ in 2 $\frac{1}{2}$ days; again 8 women do the whole in 3 days, or 1 woman in 24 days; then a man : woman, as 24 : 24 or 15 : 16, and 5 men, 13 children, 16 women =

$$\frac{13 \times 16 \text{ ch.}}{5} - 15 \text{ men} = \frac{13 \times 16 \text{ ch.}}{5} - 4 \text{ men} = \frac{13 \times 16 \times 4 \text{ ch.}}{15 \times 5}$$

Again 12 children do a work in 60 days
 $\frac{13 \times 16 \times 4 \text{ ch.}}{15 \times 5} = \frac{60 \times 12 \times 15 \times 5}{13 \times 16 \times 4} = 64\frac{2}{3}$ days.

9. If $\frac{2}{3}$ of A's money = $\frac{1}{2}$ of B's, $\frac{1}{3}$ of C's, or $\frac{1}{4}$ of D's, and C has \$9.70 more than the other three, How much has A?

A B C D.
 Solution. — $\frac{2}{3} = \frac{1}{2} = \frac{1}{3} = \frac{1}{4}$,
 and $\frac{2}{3} = \frac{1}{2} = \frac{1}{3} = \frac{1}{4}$ — unit $\frac{1}{12}$ of A's and rest in proportion.
 $\frac{2}{3} = \frac{1}{2} = \frac{1}{3} = \frac{1}{4} = \frac{1}{12}$ — integer unit of A's rest in proportion.
 then, \$1 = \$1 $\frac{1}{12}$ = \$ $\frac{13}{12}$ = $\frac{13}{10}$ — proportional sum of money of each.
 then, 208 = 195 = 650 150 then 650 (208 + 195 + 150) = 97.
 and 97 = \$9.70 and 208 = \$20.80 A's share.

10. If $\frac{2}{3}$ of the time past 6 a.m. equal $\frac{1}{3}$ of the time till 9 p.m. How long since 12 noon.

Solution. — $\frac{2}{3}$ equals $\frac{1}{3}$ — $\frac{2}{3} = \frac{1}{3}$ = 25 past 6 a.m. : 16 till 9 p.m.
 then from 6 a.m. till 9 p.m. = 15 hours and $\frac{1}{4} \times \frac{2}{3} = 9$ hrs. $8\frac{2}{3}$ min.
 and 9 hrs. $8\frac{2}{3}$ min. — 6 hrs = 3 hrs. $8\frac{2}{3}$ min. after 12 noon.

11. If $\frac{1}{2}$ of the time past July 1st at 12 noon equal $\frac{1}{3}$ of the time till Dec. 20th, and A's birthday is Nov. 20th at 6 p.m. How many days, hours, minutes from the time indicated till his birthday?

Solution. From July 1st 12 noon till Dec. 20th noon = 172 days, then $\frac{1}{2}$ past = $\frac{1}{3}$ time to come $\frac{1}{2} = \frac{1}{3}$ and $\frac{1}{2} = \frac{1}{3}$ or 32 : 15 and $\frac{1}{2}$ of 172 days = 117 days, 2 hrs. 33 mts., then 117 days 2 hrs. 33 mts. after July 1st noon gives 27 mts to 3 p.m. on 25th Oct. and from this time Nov. 20th at 6 p.m. gives 26 days, 3 hours, 27 minutes.

12. The sum of two Nos. is $\frac{2}{3}$ their dif. $\frac{1}{10}$ of their sum find their quotients,

Solution. $\frac{2}{3} - (\frac{1}{3} \text{ of } \frac{2}{3}) \div 2 = \frac{2}{9}$ = smaller No. $\frac{2}{9} \times (\frac{3}{10} \text{ of } \frac{2}{3}) = \frac{39}{10}$ = gr.ater and $\frac{39}{10} \div \frac{2}{9} = 17$, greater quotient $\frac{39}{10} \div \frac{2}{9} = \frac{17}{3}$ lesser quotient.

13. Find interest on \$275.50 for 2 yrs., 7 mo., 15 days. at 8% (simple interest.)

Solution. Interest on \$1 for 2 years is 16 cts. for 6 months, 4 cts. for 1 month, $\frac{2}{3}$ cts. for 15 days is $\frac{1}{3}$ cts., then 16 cts. + 4 cts. + $\frac{2}{3}$ cts. = 21 cts. Then if \$1 gives 21 cts. 275.60 give \$57.85 $\frac{1}{2}$ or $275.60 \times \frac{21}{100} \times \frac{1}{100} = 57.85\frac{1}{2}$.

14. What sum of money will amount to \$225 in 2 years and 9 months at 8% (simple int.)?

Solution. Interest on \$1 for 2 yrs. 9 mo. = 22 cts. then \$1.22 requires \$1 principal, and \$225 amount requires $\frac{1.00 \times 225}{1.22} = \184.42 .

15. In what time at 6% will \$300 give \$44 interest?
 Solution. \$800 int. 1 year at 6% gives \$48 and $\frac{1}{3}$ of a year = 11 months.

16. At what rate % will \$340 amount to \$384 in 1 year, 10 months?

1 year 10 months = $\frac{1}{3}$ years and $\frac{1}{3}$ years = (384 - 340) = 1 year = \$44, interest on \$340 for 1 year $\frac{2}{3}$ of 192 = 7 $\frac{1}{3}$ %.

17. How many feet of lumber board measure (1 inch thick) are there in 8 square logs 45 inches square, 48 feet long, $\frac{1}{3}$ lost in sawing?

Solution. $\frac{4}{5} \times \frac{1}{3} \times \frac{1}{4} \times \frac{1}{2} \text{ of } 4^2 = 52180$ feet.

18. A has 2400 bushels wheat. A sells $\frac{1}{3}$ of it at a gain of 12% $\frac{1}{3}$ at a gain of 20%, $\frac{1}{3}$ at a loss of 30%, remainder at cost and cleared \$38.40, for what should he have sold to have cleared 25% on the whole?

$\frac{1}{3}$ of 2400 bush. at 12% = 72 $\frac{38.40}{(120 - 72 \times 96)} = 80$ cts. per bushel.

$\frac{1}{3}$ of 2400 at 20% = 96 then 25% = $\frac{1}{4}$ gain + $\frac{1}{4} = \frac{1}{2}$, $\frac{1}{2} = 80$ c.

$\frac{1}{3}$ of 2400 at 30% = 120, and $\frac{1}{3} = \$1.00$ per bushel.

19. A cow and a horse cost \$286.80, the horse cost 39% more than the cow, find cost cost of each.

Solution. As often as the cow costs \$1 the horse will cost \$1.39 and \$1.00 + \$1.39 = \$2.39 then 2.39 give \$286.80, 1.39 will give \$166.80, \$286.80 - \$166.80 = \$120 price of cow and \$166.80 = price of horse.

20. In plowing a ten acre field (sq.), it is noticed that 8 inches are taken off at each furrow; what distance will a plowman walk in plowing the field?

Solution. Side of field 660 ft. 8 in. = $\frac{2}{3}$ of a ft. and 660 $\times \frac{2}{3} = 990$ furrows, the field is 10 chain long then $\frac{990}{10} + \frac{990}{10} = 123\frac{1}{2}$ miles. Answer.

21. It is noticed that a water conduit 9 inches by 6 inches 90 feet long empties itself every 5 seconds, find weight of water that will run through in one hour a cubic foot of water weighing 62 $\frac{1}{2}$ lbs.

Solution. $\frac{2}{3} \times \frac{1}{2} \times \frac{90}{1} \times \frac{3600}{5} \times 62\frac{1}{2} = 1,518,750$ lbs.

22. I bought 55272 acres of land at \$5,500 per acre, and .1,253 acres at \$270 per acre. Find amount paid for both, and number of acres, roads, per, etc.

Solution. — 55272 = 552 $\frac{1}{11} \times 5500 = \3040
 $1253 = 125\frac{1}{4} \times 270 = \3371.44 .

Again 552 $\frac{1}{11} + 125\frac{1}{4} = 678\frac{3}{4}$ acres,
 then 678 $\frac{3}{4} \times 4 = 2712\frac{3}{4}$ roads
 $712\frac{3}{4} \times 40 = 28510$
 $489\frac{3}{4} \times 30\frac{1}{2} = 14813\frac{1}{2}$ sq. yds.
 $813\frac{1}{4} \times 9 = 7317$ sq. ft.

23. A bought a quantity of tea and sold $\frac{2}{3}$ of it at a loss of 10%, for what must he sell the remainder to gain 20% on the whole quantity.

Solution. Take 5 lbs. at \$1 per lb., then $\frac{2}{3}$ of 5 lbs. at \$1 = \$2.00 and 10% off \$2.00 = \$1.80. Again 5 lbs. cost \$5 and 20% on \$5.00 + \$5.00 = \$6.00,

then $\frac{\$6.00 + \$1.80}{3} = \$1.40$ selling per lb. therefore 40c. gained on \$1,

therefore he has to sell at an advance of 40%, or $\{ \$5.00 + (\frac{1}{2} \text{ of } \$5.00) \} - \{ 2^2 \times (1 - \frac{1}{3}) \} - 100 = 40\%$.

24. An army fought 3 battles; in the 1st 1 in every 25 were lost, in 2nd 5 in every 24 were lost of the remainder; in 3rd $\frac{1}{3}$ of the remainder were lost, and 28,800 men were left. How many at first?

Solution. — take one hundred men,
 then 1 in every 25 or 4 in every 100 were lost, leaving 96.
 Again 4 in every 24 or 20 in every 96 were lost, leaving 76,
 and 1 in every 19 or 4 in every 76 were lost, leaving 72,
 then 72 gives 28,800, and 100 gives 40,000 men,
 or $28800 \div \frac{72}{100} \times \frac{1}{19} \times \frac{1}{20} = 40,000$ men.

25. A train 100 yds. long passes A, who is walking (same direction as train), at the rate of 4 miles per hour, in 15 seconds; find rate of train per hour.

Solution. — 110 yds = $\frac{1}{8}$ of a mile.
 In 3,600 min. A goes 4 miles, in 15 min. he goes $\frac{1}{60}$ of a mile.
 Therefore the train goes $\frac{1}{8} + \frac{1}{60} = \frac{19}{120}$ miles in 15 minutes,
 or $19 \times \frac{60}{15} = 76$ miles per hour.

Practical Department.

FACTS.

[The following article is taken from "School Amusements," published by A. S. Barnes & Co., Chicago.]

I was troubled some time since by the want of punctuality in my pupils. I had just undertaken the management of a school which had "run down," under the control of a man who had governed, at times with severity, at times with laxity of discipline, and I was at loss what course to pursue to create a reformation in this particular.

Acting, however, on the principle of attracting rather than coercing, I determined on the following plan:—I was not sure of its success, and I did not make known my motive, intending to try other means if this failed. * * * After opening school with the usual devotional exercises, I told the few who were at their seats that I intended to spend a quarter of an hour every morning in telling them something interesting, something which they would be pleased and profited to hear. * * * The process was repeated every morning.

I took pains to have something really interesting, and I soon began to observe the effects. They who had heard the "facts," as I called them, told their tardy companions what pleasant information the teacher had given them, and advised them to come in time if they wanted to hear something nice.

I was walking behind two of my boys one morning, on my way to school,—two of the quondam tardies,—and overheard one of them say, "Hurry up, or we shan't be in time for facts."

In a few weeks I had induced a good degree of punctuality. * *

In this way I was led to adopt the general plan of giving a fact every morning, a plan which I have retained and shall continue.

There are thousands of facts to be met with, and if the teacher enters in his memorandum book such items as he cannot fail to meet in his readings of books and papers, he will gather a large stock of the kind that he will need.

Some of mine are as follows :—

A telegraphic message, sent from New York to St. Louis, will get there about an hour before it started. Why?

If an ignorant boy were to dispute your assertion that the earth is round how could you prove it to him?

How the English and French, with the Turks, got to fighting with Russia.

About St. Peter's Cathedral at Rome.

Dr. Franklin as Postmaster-General.

About corks and sponges. Mummies.

How they prepare tea in China.

It would be easy to extend the list, but here are enough for a start.

Sometimes instead of a fact I read something from a paper or a book.

Thus in the course of a year what a store of information a pupil may gain. If each one who can write enters a fact of the morning in a blank book, he will make a volume worth a great deal to himself and his friends.—*Illinois School Journal.*

THE CHARGE AT WATERLOO.

[Prepared for the CANADA SCHOOL JOURNAL by Mr. N. S. McKechnie, English Master, Woodstock College.]

Two species of composition, Description and Narration are here blended. Closely connected descriptions of the successive aspects of the "charge" together make up the narrative.

The chief characteristics of the extract are :—

1. Its sublimity, loftiness of thought and diction.

2. Its vividness, picturesqueness.

3. Natural phenomena are always suggestive of greatness, strength, &c., and these, to the poet's mind, alone seemed adequately illustrative of the action of the contending forces. Hence the charge was "a whirlwind coming on like the last but fiercest sweep of tempest-blast"; "a whirlwind in which steel-gleams broke like lightning"; "three hundred cannon-mouths roared and from their throats their showers of iron threw"; "it was a dark torrent broad and strong"; the cannon was "thunder tearing the ranks."

The arrangement often contributes much to the effectiveness of any particular style. Here we have

(a.) Occasional trochaic feet e.g.

"Rushed on" &c., "pealed widely" &c., "down were" &c.

(b.) Retention of conjunction, polysyndeton, e.g.

"Helmet, and plume, and panoply";

"Lancer and guard and cuirassier."

(c.) Omission of conjunction, asyndeton, e.g.

"Then down went helm and lance,

Down were the eagle banners sent,

Down reeling steeds and riders went,

Corselets were pierced" &c.

"The clash of swords—the neigh of steeds."

Each of the above in its own way contributes something to the loftiness and strength of the whole.

The choice, as well as the arrangement of words, adds much to the effect; e.g. *whirlwind*; *dark torrent*, *broad and strong*; *ponderous*; *imperial*; *knelt*, *clanging*, &c., &c.

2. The extract is intensely realistic and life-like, for (a) The action may be supposed to have occurred within the space of an hour and the brevity renders it more easily conceivable, concentrates and vivifies;

(b.) Our conceptions of objects are based on form, color, sound, action.

Language expressive of color is, "steel-gleams"; "lightning"; "flash and cloud"; "smoke and flame"; "bloody brand."

Expressing action, "rolling smoke"; "waked anew"; "advancing onset rolled"; "reeling steeds."

Words expressive of sounds, "whirlwind"; "tempest-blast"; "cannon-mouths roared"; "clash of swords—the neigh of steeds."

Metre. The metre of the extract is the iambic tetrameter, varied by occasional trochaic feet, and trimeter lines. As already hinted the metre has not a little to do with the spirit of a poem. How much energy is given by the trochaic Doion were... Doion ruling;

Derivation. Tempest, tempus-time, hence stormy time. Cloud, kindred with clot and clod. Showers, a. s. scur, terminational or lengthened to er.

Shroud, a. s. scrud.

Host, *hostis* an enemy. Derive host, one who entertains, and host a sacrifice.

Files, *filum* = a thread.

Notice the greater frequency of compound words in poetry than in prose.

1. Name the figures of speech in :—

(1) "The war was waked anew."

(2) "Three hundred cannon."

(3) "Ruthless spear."

(4) "British heart."

(5) Fast as their ranks, &c.

Fast they renewed, &c.

(5) "As plies the smith his clanging trade."

2. Parse *land* 6, *forth* 16, *dying* 24, *once* 32, *clash* and *neigh* 46, *leaders* 56.

3. Write brief biographical notes on Scott.

4. Give a classified list (prose and poetry) of Scott's: principal works.

5. Name contemporary poets.

6. Name other writers that wrote on "Waterloo."

Scott's great powers found scope for their highest exercise on such a subject as "The Charge." Early reading and natural inclination enabled him, to an extraordinary degree, to enter into the spirit of anything warlike, hence the "field" and the "chase" were favorite themes; in these probably no other writer has given so much pleasure as Scott. His treatment of these topics is always animated, energetic, entertaining. He has sufficient inventiveness to prevent his writings ever becoming tame and common-place.

THE THIRD LESSON.

(Continued from last week.)

GENERAL EXERCISE.

"How many would like to have me go on with my Story of the Fox?" is the teacher's query, near the close of the day following the reproduction of the beginning. Apparently the sense of the meeting is overwhelming for continuance. "Very well; let me see if the blackboards are in order, the desks made neat, the floor picked up, and my children in good position."

This speech creates a great sensation. Half a dozen start for the blackboards, and fall to rubbing as if much depended upon the

cleanliness thereof; then two children, a boy and a girl, wearing an air of grave responsibility, travel around the room, placing the crayons and erasers squarely, and at equal distances on the ledge at the bottom of the boards; two other little ones hurry off to a closet, from which they bring waste-baskets, and begin to perambulate up and down the aisles with them.

In the meantime all the other children are either busily clearing out their desks, or stooping down gathering from the floor every scrap of paper or bit of *débris* to be found, which they throw into the baskets as they are carried past.

At the end of this performance—which lasts hardly more than two minutes—there is not a speck of dirt larger than dust, visible anywhere, and all the small housekeepers are sitting erect and alert, with eyes fixed upon the teacher, waiting for her to begin, which she does in this way:

"Down here" (on the lower part of the board) "there was a—" she writes; and the children say "Pond;" then she draws a curving line to represent its shape.

"Now this fox," resumes the teacher, "wanted to get some of the farmer's poultry to eat. What is poultry, Larry?"

"Hens, and chickens, and geese."

"Yes; but he couldn't, because—" drawing the animal rapidly—"the farmer had a great big—" writes; "Dog," affirm the class. Then sketching a man: "There was something else the fox was afraid of, and that was the farmer's—" writes; "Son!" chorus the children; "who had a very large—" writing; "Gun to shoot!" call out the class, "him with," quietly adds the narrator.

"Then the old farmer himself had a—" writes; "Trap" pronounce the children; "and the fox was afraid of that too. Well, for a long time the fox had nothing to eat and he was getting very—" she writes, and the children say "Hungry;" "and he lay in his—" writing; "Den of rocks," read the class.

"What is a den of rocks? Clarence."

"A hole all made of stones."

"Pretty good. This den was away up at the top of a high—" writes; "Hill!" is the responsive chorus; "here he was, thinking and planning how he could get some of the farmer's poultry. At last a bright thought struck him; he made up his mind to build a new house for himself, and he wasn't going to build it far off on the hill, but down here, close by the pond. "Now—" drawing quickly, "just here was a—" writes; "Tree!" declare the children; "yes, and under that tree he dug, and dug, a beautiful new—" writes; "hole!" exclaim the children.

"This hole, which was his house, you know, was divided into three—" writes; "Rooms!" call out the class. "The first room," continues the teacher, "just as you went in, was the company-room, and back of that was his—" writes; "Kitchen!" say the children; "and up over that," goes on the narrator, "he had a bedroom."

"There were two—" writes; "Doors!" declares the chorus; "a back door and a front door, so he could come in one way and go out the other. Well, when it was all done, he said to himself, 'Now I shall have all I want to eat;' and then he sat down to wait and listen. Pretty soon he heard the hens and chickens and ducks and turkeys and geese all cackling, for it was early in the—" writes; "Morning!" is the chorus.

"By and by the farmer got up and went down to the hen-house, and opened the door, and let them all out into the—" writes; "Yard!" pronounce the class. "Now the farmer had made a—" writes; "Walk," say the children; "which led from the yard down to the pond, and the ducks were in such a—" writes; "Hurry to swim," chorus the listeners; "in the pond," goes on the narrator, "that they started right off. There was the—" writing;

"Mamma-duck and the papa-duck," read the children; "and nine little ducks," adds the teacher.

"Well, the little—" writes; "Baby-ducks," say the class; "couldn't walk very well," continues the teacher, "and the mamma-duck was scolding them, and telling them not to step that way, but you know they couldn't help it, because their little—" writes; "Feet," call out the children; "were made like this"—drawing the great celerity the foot of a duck.

"What do we call it, children?"

"A web-foot."

"And what are the duck's feet made that way for?"

"To swim with," is the quick response.

"Yes, and that was the reason they couldn't walk on the ground any better. So they went along, the old mamma-duck saying quite crossly, 'Quack! quack! quack!'" (Giving these with shrill, harsh tones.) "And the baby-ducks, trying to tell her that they were doing the best they could, went, 'Quack! quack! quack!'" (With soft, coaxing intonations.) "And the papa-duck shouting out to them all the time that the water was very cold, and they mustn't go out very far, which sounded like, 'Quack! quack! quack!'" (In a loud, rasping voice.)

"The old fox in his new hole heard them, and laughed to himself. What do you suppose made him laugh, children?"

"'Cos he thought 'twas funny," is the instantaneous response of a thoughtless little youngster.

"Because he thought it was funny; don't forget the word next time," warns the teacher.

"Ho! I guess 'twas because he wanted to eat them," is the characteristic response of a small native of the soil.

"I guess he was thinking how he'd catch them pretty soon, and then they wouldn't say 'quack! quack! quack!'" is the deliberate answer of the "Solon" of the flock.

"I shouldn't wonder if that were right," assents the teacher. "Who can tell me now all about the fox and the farmer?" Every one seems to think he can.

"Very well, you may go home and think it over; perhaps you will dream about it to-night, and to-morrow I'll see how many can tell me everything I've told you. There's the bell for dismissal. Good-night;" and they pass out in the usual order.—*Quincy Methods.*

THE MISER'S FATE.

FOR FRIDAY AFTERNOON RECITATION.

So, so! all safe! Come forth my pretty sparklers,—
Come forth, and feast my eyes? Be not afraid!
No keen-eyed agent of the government
Can see you here. They wanted me, forsooth,—
To lend you, at the lawful rate of usance,
For the state's needs. Ha, ha! my shining pets,
My yellow darlings, my sweet golden circlets!
Too well I loved you to do that,—and so
I pleaded poverty, and none could prove
My story was not true.

Ha! could they see
These bags of ducats, and that precious pile
Of ingots, and those bars of solid gold,
Their eyes, methinks, would water. What a comfort
Is it to see my moneys in a heap
All safely lodged under my very roof!

Here's a fat bag—let me untie the mouth of it.
What eloquence! What beauty! What expression!
Could Cicero so plead? Could Helen look
One half so charming?

(*The trap-door falls.*)

Ah! what sound was that?—
The trap-door fallen;—and the spring-lock caught!
Well, have I not the key?—Of course I have.
'Tis in this pocket,—No. In this?—No. Then
I left it at the bottom of the ladder.—

Ha ! 'tis not there. Where then ?—Ah ! mercy, Heavens !
'Tis in the lock outside !
What's to be done ?
Help, Help ! Will no one hear ? Oh ! would that I
Had not discharged old Simon ! but he begged
Each week for wages—would not give me credit.
I'll try my strength upon the door.—Despair !
I might as soon uproot the eternal rocks
As force it open. Am I here a prisoner,
And no one in the house ? no one at hand,
Or likely soon to be, to hear my cries ?
Am I entombed alive ?—Horrible fate !
I sink—I faint beneath the bare conception !

(*Awakes.*) Darkness ? Where am I ?—I remember now,
This is a bag of ducats—'tis no dream—
No dream ! The trap door fell, and here am I
Immured with my dear gold—my candle out—
All gloom—all silence—all despair ! What, ho !
Friends !—Friends !—I have no friends. What right have I
To use the name ? These money-bags have been
The only friends I've cared for—and for these
I've toiled, and pinched, and screwed, shutting my heart
To charity, humanity and love !
Detested traitors ! since I gave you all,—
Ay, gave my very soul, —can ye do naught
For me in this extremity ?—Ho ! Without there ?
A thousand ducats for a loaf of bread !
Ten thousand ducats for a glass of water !
A pile of ingots for a helping hand !
Was that a laugh ?—Ay, 'twas a fiend that laughed
To see a miser in the grip of death.
Offended Heaven ! have mercy !—I will give
In alms all this vile rubbish, and me thou
In this most dreadful strait ! I'll build a church,—
A hospital !—Vain ! vain ! Too late, too late !
Heaven knows the miser's heart too well to trust him !
Heaven will not hear !—Why should it ? What have I
Done to enlist Heaven's favor,—to help on
Heaven's cause on earth, in human hearts and homes ?
Nothing ! God's kingdom will not come the sooner
For any work or any prayer of mine.
But must I die here—in my own trap caught ?
Die—die ?—and then ! Oh ! mercy ! Grant me time—
Thou who canst save—grant me a little time,
And I'll redeem the past—undo the evil
That I have done—make thousands happy with
This hoarded treasure—do thy will on earth
As it is done in heaven—grant me but time !
Nor man nor God will heed my shriek ! All's lost !

CLIPPING VOWELS.

Yankees and Kanucks often amuse themselves with the eccentricities of the Cockney in the use or omission of his h's, but the prevalent American habit of clipping vowels must be more trying to the ear of an educated Englishman than any misplacing of h's can possibly be to ours. We have no fancy for over nice purisms, or anything bordering on affectation in speech, but it is certainly desirable that every teacher and educated person should do what he can to preserve the well of English undefiled from the impurities of careless and defective articulation as well as any other. Have any of our readers ever heard in Canada anything resembling the following as reported by a correspondent of the *New York Evening Post* :—

"If the very people who laugh at the poor cockney could hear themselves as others hear them. What has become of the letter 'h' nowadays ? I hear people talking about 'weels,' and 'wales,' and 'wips,' and 'wiffs.' They tell me that they 'wistle,' or 'wittle,' or 'wisper.'" Now, isn't this dreadful ? Just listen to a general conversation in 'good society,' and then tell me whether the following, as a sample of 'English as she is spoke,' is greatly exaggerated.

"Did they ketch the feller that stole the piannah ?"

"Yas, a Government detective errested him las Sad'lay at Elligzandria. He'll be tried in Aprul."

"I've often ben surprised at their clever methids, but the innocent must sometimes be in perrul."

"The generally excepted theory is that he altered the reckerdz of the association without authority."

"I once had a wite sparrah that lived for munce an munce without watter."

"Please lemme your pensle."

"I reckignized his figger immojitly."

"These, Mr. Editor, are but few of the offenses daily and hourly committed against the language of the world."

"And that is English—great and glorious tonguo
That Chatham spoke, and Milton, Shakespearo sung !
The English tonguo—whoso ample powers embrace
Beauty and force, sublimity and grace,
Ornate or plain, harmonious, yet strong,
And formed alike for eloquence and song."

A BIT OF EXPERIENCE.

Prof. R. M. Streeter, Supt. of Schools, Titusville, Pa., gives this bit of interesting experience. It is altogether so wise and useful in its conclusion and outcome, that we are sure it will greatly help hosts of young teachers, and pupils too.

I see John away in one corner, anxious to get his head behind the boy in front of him. That means he is going to whisper. Now, what is the use of waiting for John to do that ? I don't wait. I say, "John, do you want anything ?" Of course he lies, and says, "No, sir." "Why," I say, "what were you going to whisper about ?"

"I was only going to ask him to take his knife."

"Well, do take it ; only let me know when you want anything like that, and don't get down behind Tom in that fashion. Tom, will you let John take your knife ?"

Out comes the knife, John takes it, uses it, and, when he gets through with it, looks at me with lifted eyebrows, and points the knife at Tom. I nod, Tom takes the knife ; and that is all there is to it. Another time when John wants anything, he asks for it, man fashion, for two good reasons : he knows he can have what he wants if it is necessary ; and he knows he will be caught if he don't. So, then if they do care to whisper, you can stop the whispering by watching them.

I hope I shall not shock any of you teachers when I tell you that I have a great deal of sympathy for a boy, big or little, who has smuggled an apple into the school-room. He has brought it with him with the best intentions in the world. He doesn't expect to be mean about it. He hasn't the slightest idea of eating it. He does take it from his pocket, but that is because the apple is so large that it is painful there, and he puts it into his desk for safe-keeping. For the first half-hour he forgets all about it : but when he stops a moment, tired with his work, with his elbow on the desk and his head upon the palm of his left hand, there comes floating up from that desk to the nostrils of that school-boy an aroma that the perfumes of Arabia cannot equal. Even then, no thought of guile drifts like a fancy across his mind. It smells so good that he puts his hand under to rub the luscious fruit, and carries to his eager nose the perfumed hand. Then the temptation comes ; then, the head goes down, then, quicker than light, the sharp teeth cut the red skin ; and for the next five minutes that is the most studious boy in the room.

Now, I like apples, and I suppose I have done what that boy has just been doing a good many times in my life. I saw him when his hand went into the desk ; when that big bite left the apple I heard it, and I saw every eye in that neighborhood turn to me to see if I knew what was going on. From that day to this the rest of those school-boys believe that I never knew about that apple being eaten. A day or two afterward, when they had forgotten it, and the apple-eater happened to be at my desk, I said to him quietly : "I didn't blame you much the other day when you ate that apple. It was a good one, and if it hadn't been in school I'd have asked you for a bite. You'd better not bring any more—do you think you had ? It was worth half-a-dollar to see that boy open his eyes and to hear the wonder-tone in his voice, as he exclaimed, "Did you see me ?" "See you," said I, "of course I did, but I thought you wouldn't do it again, if I asked you not to, and you won't will you ?"

"No, sir," and it came out in that honest hearty voice which a teacher likes to hear. I don't think he ever did, for two good reasons. I had used him as I would like to be used under the same circumstances, and he felt sure that he would be caught again if he did. So, I say that boys can be kept from eating apples by watching them, and treating them with a dose of the Golden Rule, if you get a chance.—*Am. Journal of Ed.*

Educational Notes and News.

There are in the United States about 400 colleges and universities, employing nearly 4,000 professors, and having nearly 40,000 students, and about the same number of students in the preparatory departments.

The school hours are:—In Holland, from 9 to 12, and 2 to 4, with Wednesday and Saturday half holidays, leaving 26 hours' teaching. In Saxony, there are four hours in the morning—from 7 to 11 in summer, and 8 to 12 in winter; and two hours in the afternoon—2 to 4; with two half holidays; leaving 32 hours. But no teacher works so long. In the higher schools in Leipzig, the maximum time is 22 hours. In the Elementary schools, upper and lower, it is 26. Though the schools are in session 32 hours per week, the younger children have much less. In Berlin the school hours are from 8 a.m. to 1 p.m., that is, five hours daily, with two short pauses of fifteen minutes each, at 10 and 12 o'clock, and at 1 o'clock all work is done; that gives 30 hours weekly, and in addition each class may have two hours' drill or one afternoon in the week, but this is given by the special drill master.

In Holland there is a certified assistant for every 45 children. In the higher elementary schools one assistant is allowed for every 25 pupils. In Saxony the staff is reckoned at one for 50; but the general sizes of classes is 28, 30, 32, 36, 40, 44, 48, &c. In Prussia, Hanover, and Rhenish Prussia the classes are considerably larger, the average number being about sixty. Of the 206 classes into which the children of the elementary schools of Dusseldorf are arranged, 11 have from 80 to 90 children, 67 from 70 to 80, 64 from 60 to 70, and only 2 below 30.

Howard University, at Washington, has just graduated 29 young men from its medical department, 10 of whom were colored. It has 50 students this year in its Theological Department, two of whom are white, and the remainder colored.

An entertainment was held in the school house, Scarborough village, on Wednesday the 15th inst., and proved a great success. Mr. Bean, teacher, acted as chairman, and in an opening speech stated that the object of the entertainment was to obtain mottoes and flowers for the decoration of the school. Miss Minnie Jackson presided at the instrument and Miss Fannie Chester led the choir. The recitations by the scholars and readings by the teacher were highly appreciated by the audience and often encored. Although the children taking part in the tableaux were quite young, they performed their parts well and reflected great credit on themselves and teacher. Mr. Jackson, by special request gave a song in his usual fine style. The proceeds amounted to \$15.50.—*Com.*

Mr. J. E. Tom, of the St. Mary's Collegiate Institute staff, follows his former chief, Mr. J. E. Wetherell, to Strathroy, where he takes the position of science master at a salary of \$900.

High Schools—Midsummer Examinations.—The following circular has been issued from the Education Department:—The examinations for admission to high schools at midsummer will be held this year on Thursday and Friday, 2nd and 3rd of July. The examination in the non-professional subjects for third and second class teachers will begin on Monday, 6th of July. For first class, grade C, on Wednesday, 15th of July; for grades A and B, on Thursday, 23rd of July. The professional examination for first class will be held on Wednesday, 22nd of July.

Miss Helen Reynolds, of Mt. Forest, carried off the first scholarship in the Women's Medical College, Kingston, and Miss Oliver, of Kingston, takes the second. They graduate this year. *Shelburne Free Press.*

Mr. Munroe, teacher, who took charge of the Flesherton public school a few months ago, has resigned his position. Mr. Casper Sproule takes the situation.—*Shelburne Free Press.*

AN EYE PUT OUT.—At a meeting of the High School Board held on Monday last, a letter from Mr. John Aikens was read claiming damages for the loss of his son's eye, which occurred in the school some time ago. It will be remembered that during the recess a boy placed a gun cap on one of the stoves, which another lad struck, a piece of it flying, and striking young Aikens in the eye, resulting in the destruction of the sight. The chairman produced written legal advice, which said the members of the Board were not responsible, either in their public or private capacity, as the occurrence was purely accidental. On motion of A. Dent, seconded by R. Francis, a resolution was unanimously passed refusing to acknowledge the claim, and expressing sympathy for Mr. Aikens. Mr.

Elliott, head master, was present, and described how the accident occurred. He was informed that no blame whatever was attached to either himself or his assistant, as it happened during recess, and was a boy's trick, and took place in his absence from the room. Several small accounts passed, and meeting adjourned.—*Mitchell Advocate.*

School Inspector Brown and Daughter started for Oswego, N. Y., on Monday, with the intention of spending a little time in noting methods and appliances in the Kindergarten Schools in connection with the State Normal School in Oswego. Miss Brown has charge of the Primary Division of the Morrisburg Public School, and she proposes to introduce such features of the Kindergarten as may be practicable, the School Board, with commendable public spirit having given her leave of absence with that end in view.—*Dundas County Herald.*

Following is the Circular recently issued by the Minister of Education.

TORONTO, April 16, 1885.

Sir.—From reports made to me from time to time, as well as from personal observation, it appears that in the majority of cases very little attention is paid to the improvement of school grounds and premises. Notably there appears to be an almost utter absence of shade and ornamental trees, very few walks and flower beds, and only here and there a well-kept lawn and shrubbery. I need not point out that the effect of such a state of things is necessarily injurious not only from a sanitary point of view, but educationally. From a sanitary point of view it is well known that shrubbery absorbs the poisonous gases and effluvia too often prevalent around school-houses. Educationally, it needs no argument to show that the more attractive you make the school-house and its surroundings, the more interest will you arouse in both parents and pupils.

Order, neatness, cleanliness and system, should form part of every child's education, both inside and outside of the school-room. The education of the school-yard is in many respects quite as important as the education of the school-room. Refinement can be cultivated in the arrangement of the school-grounds just as well as through books and problems.

In order thus to furnish an occasion for making a special effort for improving the school premises and planting suitable shade and ornamental trees and shrubbery, I hereby proclaim Friday, the 8th day of May, a holiday in every rural village school, to be known as Arbor Day, subject to the approval of the Trustees. The programme for the day should be somewhat as follows:—

1. Arrangements should be made during the forenoon for leveling the school grounds properly, laying out walks to the rear and front, and making such walks passable by means of gravel or plank.
2. Where the soil is suitable, a few flower-beds might be laid out, or a part of the ground sodded, or seeded down with lawn grass seed.
3. In the afternoon the trees selected for ornament or shade should be carefully planted in the presence of the pupils. Soft and hard maples, elms, basswoods, walnuts, butternuts, birches, chestnuts, or other deciduous trees, are preferable for purposes of shade. Spaces might be left for the evergreens, which should not be planted before the first week in June.
4. On the following Friday afternoon the teacher might spend an hour with his pupils discussing Canadian forestry and the different species of trees and shrubs to be found in Ontario, their uses, commercial value, characteristics, etc. Many excellent literary allusions also might be made in connection with this lesson. After the grounds are laid out and the trees planted the teacher should see that some care is exercised in preserving them from injury. If the pupils are made partner in the improvements, and their co-operation secured in every part of the work of the day, there need be little fear they will wantonly destroy that which their own labor created.

Will you kindly communicate with trustees and teachers, and urge upon them the propriety of carrying out as far as possible the views of the Department. I shall be glad also to have a report from you as to the number of trees planted and the general result of local efforts on this our first Arbor Day.

GEORGE W. ROSS, Minister of Education.

In remarkable contrast to the neglect shown by the Russian Government towards elementary education is the anxiety which it has displayed to establish efficient technical schools. For the purpose of encouraging mechanical and manufacturing skill, neither energy nor money has been spared. It seems to be the great ambition of

the Russian administration to dispense with the obligation under which it has always lain of employing foreigners in its service, from the lack of native talent. Only last year an instruction was sent round to all the Government workshops or railways and elsewhere that not a single manager or foreman must be employed who is not a Russian, or who will not become naturalized. Whether this order can be carried out, except at considerable cost to the efficiency of the service, is very doubtful. For, as Mr. Mather remarks, the presence of foreigners at present in almost all the important positions in railways, workshops, and other undertakings, though many of them had but little theoretical scientific training, shows that, great as has been the desire to employ natives only in responsible posts, it has not hitherto been found possible to do so. The foreign workman in Russia, when promoted to the position of manager or foreman, is found worth a salary twice or thrice that which it is worth while to pay to a far more highly educated native. If he is to be displaced, therefore, it can only be by a still more rigid application of that principle of protection to native industry which compels the Russian railway companies to buy all the nails they require of Russian makers. It may be worth consideration whether there is any natural reason why Russians prove themselves so far inferior to German and Englishmen in occupations requiring technical skill, or whether in the institutions where they are trained at great cost they do not receive too much theoretical instruction and too little practical. What is certain is, that the expenditure upon such institutions is lavish, and either they are not properly conducted, or the Russian is wanting in aptitude to profit by the lessons they impart, if it is necessary to protect him by law from foreign competition. The Imperial Technical School of Moscow is a regular university for civil and mechanical engineers, chemists, and other scientific workers. The establishment possesses an endowment of about 400,000L. It has all the appliances and facilities which can be considered necessary, practice is combined with theory in its curriculum, and yet the results are not satisfactory. According to Mr. Mather, the school has no marked effect upon the development of civil or mechanical engineering, or of manufacturing industry, in the last twenty-five years. St. Petersburg possesses a grand Technological Institute and a vast number of technical schools of one sort and another, but their pupils do not appear to be more successful than those of Moscow. A striking proof of the difficulty which attends institutions that do not, so to say, grow out of the actual wants of a country, is found in the non-success of the Lyceum at Moscow. This was intended by its founder, the Grand Duke Nicholas, brother to the late Emperor, to be a Russian Eton, where boys of the highest classes might be educated together. Provision was made for 600 boys, who were to pay 120L a year for education and board. There appears to be nothing to complain of in the teaching, but the school is not appreciated, and instead of 600 scholars it has only 120.—*London Globe.*

QUEBEC.

From our own Correspondent.

The Hon. Donald A. Smith, has supplemented his former gift of \$50,000 by \$70,000 for the support of collegiate classes for women, on condition that separate classes be provided throughout the entire course. The endowment is to be called the "Donald A. Endowment." This will enable McGill University to offer special advantages to young women desiring to take a University Course and also enable them to strengthen the teaching staff of the Arts Faculty.

The election of Sir William Dawson, Principal of McGill University, as President of the British Association for the advancement of science for 1880, will be regarded with great satisfaction not only in the Province of Quebec, but also throughout the Dominion as a remarkable recognition of Scientific Work in Canada.

The Scientists of Montreal, are making a strong effort to establish Botanic Gardens on the slopes of Mount Royal. The City Council and the Local Legislature have been approached in this matter, and it is expected that funds will be obtained to carry out the scheme at an early date. This is a most important movement and will be productive of great good.

Arbore Day has been appointed by the Lieutenant Governor of the Province, for the 5th and 19th days of May next, for the western and eastern sections of the Province. This is the third year that the day has been officially proclaimed. A circular has been issued by the Superintendent of Public Instruction, calling upon all those engaged in Educational Work to take part in the celebration.

The Pension Act for teachers which is strongly criticized by some teachers, and as strongly supported by others, has been under

consideration of the government. Passed in 1880 it does come into force so far as the payment of pensions is concerned until 1st of July next.

In the meantime it has been found that the income is not sufficient to pay the pensions promised, and it becomes necessary to amend the Act before it comes into force, and therefore during the present session. The Protestant Teachers and the Protestant Committee have pronounced against the Act, and the Roman Catholic Teachers and the Roman Catholic Committee have pronounced in favor of it. The Superintendent is also strongly in favor of the Act. The government seem at a loss to know just what to do under the circumstance. There seems to be a general feeling in favor of abolishing the present Act, and beginning on a new basis.

The University of Bishop's College, Lennoxville, has not yet secured a principal to replace Rev. Dr. Lobby. A large number of applications have been received from which two or three have been selected for special enquiry, and it is expected that a satisfactory selection will soon be made. The canvass for subscriptions carried on by the Rev. Dr. Rowe, has been very successful, and the financial position of the University has been very much strengthened.

Principal Passmore of St. Francis College, retires from his position at the close of the year.

Mr. G. W. Parmelee of St. Francis College, has been appointed Head Master of the Boys' Model School, in connection with the McGill Normal School. Mr. John Parker of Leeds Model School, takes the place of Mr. Parmelee at St. Francis College.

Mr. Oscar Dunn, French Secretary of the Department of Public Instruction, died very suddenly at Quebec on the 15th instant, Mr. Dunn was a journalist of some reputation and held the position of secretary for three years.

The retirement of two head-masters from the city schools of Montreal, under peculiar circumstances has led to a change all round in the Head-Masters. Among the changes it is satisfactory to notice the return of Mr. S. P. Rowell, from a private school, to the charge of his old school in Ann Street.

Correspondence.

THE NEW READERS.

To the Editor of THE CANADA SCHOOL JOURNAL.

SIR, When so many changes are being made in our Text Book system, I deem it the duty of all teachers to express their opinions on the subject for who should be more competent judges, than the persons who use these books? Allow me to refer to the "Reading Books." First, let me ask: Was there any necessity for changing the old Second, Third and Fourth Readers? I think the two parts of the First Book might be profitably changed, but the other books mentioned, may be used to as great advantage as any other series that has been, or may be authorized. For what is a Reading Book placed in the hands of a pupil? Is it merely for what literary instruction it contains? Is it not rather for the purpose of giving exercises for use in learning "how to read"; viz. for practice in the principles of Emphasis, Intonation and Inflection. When pupils leave school for other pursuits, and wish to pursue their literary studies, they do not resort to their old Reading Books for reading matter. Then our Reading Books are simply used as a means of teaching reading. I believe reading can be taught just as successfully by selections from newspapers—for there you find all the principles of reading exemplified—as from any other extracts; and probably it might be thus taught with greater profit, for such a selection may contain matter in which the pupils are practically interested. This would secure closer attention than otherwise, and consequently better reading. But some will say, "The pupils have become tired of those old books." Perhaps so, but this should not be the case. No pupil should go through a Reading Book more than once. By the time he has had a thorough drill in the reading of the various selections say, in the Third Book, from beginning to end, he will be quite qualified to be promoted to the Fourth Book.

With the above ideas before me, I cannot see wherein the old series of the Second, Third and Fourth Book is defective. I have more to say, but will wait for another opportunity.

A YOUNG TEACHER.

West Gwillimbury Township, April 18th, 1885.

Literary Chit-Chat.

The Empress Eugenie is about to publish an autobiographical work entitled, "Some Recollections of My Life."

E. P. Dutton & Co., N. Y., will shortly publish a little book called "Living Waters," by the author of "Bible Lilies."

The May number of *Harper's Magazine* begins its seventieth volume. Though so near three score and ten it is still in vigorous health.

Had John Brown lived he would have been eighty-five years old on the 9th of May. On that day Mr. Sanborn is to publish a "Life" of the would-be emancipator.

De. Plumtre's "Spirits in Prison, and other Studies on the Life after Death," recently published by Thomas Whittaker, has already entered on its second thousand.

Harper & Bros. have nearly ready "Lives of Greek Statesmen: Solon—Themistocles, by Rev. Sir George Cox, author of "Mythology of the Aryan Nations," etc., etc.

D. Lothrop & Co. will issue at once a little book entitled "Baby Barefoot," by Mrs. Mary H. McQueen, of Brooklyn, N. Y.; and the long-expected book on "Alaska," by Miss E. R. Scidmore.

D. Appleton & Co., are about to publish a work by E. P. Vining in which the author attempts to show that America was discovered in the fifth century, by a party of Buddhist monks from Afghanistan. The title of the book is to be "An Inglorious Columbus."

"At Love's Extremes," is the title of a novel by Maurice Thompson, which is about being published by Messrs. Cassell & Co., New York. The scene of the story is laid in the mountains of North Carolina. The two heroes are Englishmen, but the tale is said to be thoroughly American. This is, we believe, the author's first novel, though he is well known as a writer of graceful prose and poetry.

James R. Osgood & Co. have now ready "Literary Landmarks of London," by Laurence Hutton, an excellent little hand-book, giving the haunts and homes of every English writer of note that has frequented the city, with precise indications of their present condition. They have also issued "England and Russia in Central Asia," by G. M. Towle, a compact statement of the Afghan problem, with the [military] positions of the English and Russians, the great political and commercial questions involved, and the strategic value of various points in Afghanistan.

Miscellaneous.

INDIA-RUBBER.

The elastic gum is procured from several sorts of trees, but the species which yields the best and largest proportion is the *Castilloa elastica*, indigenous to Brazil. The very numerous and various uses to which caoutchouc is now applied have led to an enormous demand for the article. Our readers may be aware that it is simply the sap of the tree which exudes on an incision being made, and which is conducted to moulds, where it takes any desired form. The natives of Brazilian forests, not being satisfied with the slow process, have cut down the whole woods, consisting of trees 150 or 200 feet high, in order to insure a larger and more immediate yield. The English Government foreseeing that a time would come when the supply would fail, determined to introduce the culture of the India-rubber tree into Ceylon and Singapore. But a difficulty arose: the seeds were found to dry up so rapidly that out of 90,000 sent from Brazil only 2,500 arrived in good state. On the other hand, when once sown, they grow with amazing rapidity. Those above-mentioned were all sown immediately on a small space of ground, and in only a few days some of the seedlings had attained the height of eighteen inches, and in two months several of them furnished a small quantity of the gum of excellent quality. The young trees will be gradually transplanted to favorable sites, and no doubt seems to exist that the

Castilloa elastica will be acclimatized in the places selected. The fruit resembles a pear, is green, and contains numerous seeds of the size and shape of a coffee-berry, and so rapid is their vitality that they frequently germinate in the pulp which surrounds them. Several new preparations of India-rubber are now used for various purposes. Among these are what is called rubber parchment, which can be used instead of gelatin paper, gold-beaters' skin, or parchment in sealing bottles, etc. It takes a very brilliant color by the application of various substances, such as ultra-marine, chrome-green, etc. A second comparatively new substance is the vegetable-ivory which is used for umbrella handles. This is prepared by adding calcined magnesia to a solution of India-rubber and compressing the mass in a hydraulic press in hot cast-iron moulds. Many other articles can be manufactured from the same substance.—*Selected.*

JOHN KEATS.

"Keats, when he died, had just completed his four-and-twentieth year. He was under the middle height; and his lower limbs were small in comparison with the upper, but neat and well turned. His shoulders were very broad for his size; he had a face in which energy and sensibility were remarkably mixed up; an eager power, checked and made patient by ill health. Every feature was at once strongly cut and delicately alive. If there was any faulty expression it was in the mouth, which was not without something of a character of pugnacity. The face was rather long than otherwise; the upper lip projected a little over the under; the chin was bold, the cheeks sunken, the eyes mellow and glowing, large, dark, and sensitive. At the recital of a noble action or a beautiful thought, they would suffuse with tears, and his mouth trembled. In this there was ill health as well as imagination, for he did not like these betrayals of emotion; and he had great personal as well as moral courage. He once chastised a butcher, who had been insolent, by a regular stand-up fight. His hair, of a brown color, was fine, and hung in natural ringlets. The head was a puzzle for the phrenologists, being remarkably small in the skull; a singularity which he had in common with Byron and Shelley, whose hats I could not get on. Keats was sensible of the disproportion above noticed, between his upper and lower extremities; and he would look at his hand, which was faded and swollen in the veins, and say it was the hand of a man of fifty."—*Personal Traits of British Authors.*

A little discussion has arisen concerning the use of the word "pedagogue" as applied to teachers. The following may help in settling the question. "Smith's History of Greece," chapter 35, page 413, section 10, says: "The pedagogue or private tutor was not a teacher; he was seldom a man of much knowledge, often, indeed, a slave, and his office was merely to watch over his pupils in their idle hours and on their way to the schools." The position of a pedagogue among the Romans may be gathered from Plautus, who says:

"*Scrum uni mittit, qui oim a puero parvulo mihi pedagogu fuerat*"—A tutor was both guard (or servant) and instructor. A pedagogue among the Romans was a servant that followed his young master, took care of his behavior, particularly attending him to school, sometimes giving the most elementary instruction in letters.

Eschenburg's Manual says that the *pedagogi* in Roman times gave some elementary instruction. There was a drifting away from their first duties as performed among the Greeks.

Question Drawer.

QUESTIONS.

Will Mental Arithmetic be required at July Entrance Examinations? M. B.

Please send me a list of the work necessary for candidates preparing for the Entrance Examinations. K. A. L.

1. What is the highest rate Trustees can charge per month for non-resident pupils?
2. How must a teacher, who wishes to discontinue payment to the Superannuation Fund, proceed to get back the part of his subscription allowed him? TEACHER.

1. Will you kindly inform me, through the columns of your JOURNAL, if first-class honors obtained in the first year examination of a Canadian university is equivalent to the non-professional examination for first-class B certificate?

2. If so, is the holder of such honors required to pass the professional examination for a second-class certificate, before presenting himself for the first-class examination? A SUBSCRIBER.

What amount of work in Drawing is required of pupils preparing for the Entrance Examinations? Do they require both series of cards, or only the first series? What blank-books are the best to be submitted for inspection at the examination? If Walter Smith's, how many are required? J. S. McCUTCHEON.

ANSWERS.

M. B.—Yes.

K. A. L.—The work necessary for candidates preparing for the Entrance Examination will be found in the SCHOOL JOURNAL, No. 6, Feb. 12, 1885.

TEACHER.—1. Fifty cents.

2. Write to the Secretary of the Department of Education for a blank form of application.

A SUBSCRIBER.—1. Yes, first-class honors taken in any one of the departments of Mathematics, Classics, or Modern Languages, will be taken as an equivalent.

2. Yes, only graduates in Arts who have had experience in teaching are admitted to the examination for first-class certificates without having previously taken second and third class certificates.

J. S. McCUTCHEON.—The new Drawing Books published by the Canada Publishing Company, Parts I. and II. (10 cents each), contain all that is necessary (including blank examples) for entrance next July. Pupils who do not use these can be prepared by a teacher using Walter Smith's Primary Manual.

In answer to a question asked in the JOURNAL of April 9th, concerning an alleged demonstration of a method of trisecting a plane rectilinear angle by Elementary Geometry alone, we are informed that such an attempt was made by Mr. Doyle, and also by another Canadian mathematician, but that both attempts are demonstrably unsuccessful. If our correspondent is anxious to procure the papers, we can probably give him an address to which to apply

Several questions in previous numbers, relating to points in English Grammar, have not been answered. Where are our grammatical experts?

Answer to question of February 5th.—

A could do the work in 9 days, his wages \$10 a day.
 $x = B$'s wages per day, $y =$ time over the five days they should work, supposing C had not come.

$$x(5+y) = B's \text{ wages.}$$

$$10(5+y) = A's \text{ wages.}$$

$$x(5+y) - 5x = 3.75.$$

$$x(5+y) + 50 + 10y = 90.$$

$$\text{From 1st equation } xy = 9\frac{3}{4} \\ 2y = 7\frac{1}{2}$$

$$\text{Subtract } 5x + 10y = 36\frac{1}{2} \\ x + 2y = 7\frac{1}{2} \\ x + 7\frac{1}{2} = 7\frac{1}{2}$$

$$x = 0$$

$$x^2 + 1\frac{5}{8} = 2\frac{9}{8}$$

$$x^2 - \frac{3}{4}x = \frac{1}{8}$$

$$x - \frac{3}{8} = \sqrt{-\frac{1}{8}x + (\frac{3}{8})^2}$$

$$x = \frac{3}{8} \pm \frac{1}{8} = 6$$

$$90 \div 6 = 15 \text{ times } B \text{ could do the work.}$$

Taking 90 days for A to do it, his wages is a day:

$$x(5+y) - 5x = 3.75$$

$$x(5+y) + 50 + 10y = 90$$

$$x - \frac{3}{8} = \sqrt{-\frac{1}{8}x + (\frac{3}{8})^2}$$

$$x = 8\frac{1}{2} \pm 8 \text{ nearly } 90 \div 16\frac{1}{2} = 5\frac{1}{2}$$

JOHN MOSEB.

Literary Review.

(Any book reviewed in this column may be ordered through the office of the CANADA SCHOOL JOURNAL.)

THE NORTH AMERICAN REVIEW for May, has the following attractive table of Contents.

- I. HAS CHRISTIANITY BENEFITTED WOMAN? By Elizabeth Cady Stanton
- the Right Rev. J. L. Spalding, D.D., Bishop of Peoria
- II. INDUSTRIAL CO-OPERATION. By David Dudley Field.
- III. SUCCESS IN FICTION. By James Payn.
- IV. WHAT IS ACADEMIC FREEDOM? By Prof. Andrew F. West.
- V. THE NEW BUDDHA. By Robert Buchanan.
- VI. WHY CRIME IS INCREASING. By J. L. Pickard, LL.D., President of the State University of Iowa.
- VII. SUPERSTITION IN ENGLISH LIFE. By the Rev. T. F. Thiselton Dyer.

VIII. COMMENTS.

OUR LITTLE FOLKS AND NURSERY This delightful journal is at hand again, filled with its usual choice collection of captivating pictures and stories for the little ones.

MADAM HOW AND LADY WHY, OR FIRST LESSONS IN EARTH LORE FOR CHILDREN, by Charles Kingsley This charming little work comes to us as one of the series of "Globe Readings from Standard Authors." The title of the book and the reputation of the author are sufficient recommendation in themselves, while the neat binding, clear type and appropriate illustrations add much to its attractiveness. Every boy and girl would profit by the reading. 60 cents, Williamson & Co., 5 King St., West, Toronto.

LATINE for March is late in coming to hand, but is an excellent number. The first Article, a Latin Pastoral in imitation of Virgil's Eclogues, by Thomas J. Garson, is especially noteworthy. And the beautiful Latin Hymn, beginning "Pone Luctum, Magdalena," by an unknown author, with a Greek version and an English Paraphrase is very interesting. So is "From Old Rome," a Teacher's Letter to his "Pupils," adapted from the German. The Latin ode by Professor Wilson, King's College, Nova Scotia, has quite a Horatian ring.

THE LIBRARY MAGAZINE for May, is an unusually large and interesting number. It contains 160 pages and amongst about forty articles, reproduced are such attractive ones as, "Nature's Organic Riddle," by St. George Mivart; "The Organization of Democracy," by Goldwin Smith; "Co-operation in England," by Thomas Hughes, "Gone Over," by Jean Inge-low; etc., etc.

THE MANITOBA AND NORTH-WEST MONTHLY, is full of interesting and useful information in regard to the resources of the great North-West.

St. Nicholas for May, contains almost more than its usual wealth of fine illustration and captivating story. "The Tricycle of the Future," by Frank R. Stockton, contains an ideal tricycle on a mammoth scale which may be a prophecy. "His One Fault," by J. T. Trowbridge, is continued. "Bathmenda" (from the French) of Florian, by H. H. (Helen Jackson), and "The Brownies and the Spinning Wheel," by Palmer Cox, are illustrated poems which will ravish the eyes and ears of the little folks. The whole make up of the number is truly up to the reputation of this prince of Magazines for the young.