

water, one gallon. Over one quart of water may be held in an invisible state in this room when it is just freezing.

T. Correct enough. Next let us suppose the room to be thirty degrees in temperature from thirty two degrees Fahrenheit to sixty two degrees—that is nearly the ordinary temperature of the room when school is in. At this temperature it will hold two quarts of water. If I boiled this flask of water so as to fill the air of this room at sixty two degrees with as much moisture as it would hold without producing vapor, how much vapor or water dust would be rendered visible by allowing the room to be suddenly cooled down to the freezing point?

S. Half of the water—one quart.

T. Once more. Suppose we were to warm the room up another thirty degrees in temperature—to ninety two degrees—how warm would that be?

S. That would be about as hot as the hottest day we ever have in summer.

T. Correct. Well, we are told that the air will then hold four times as much water in solution as at the freezing point. Our room would therefore hold

S. Four quarts without being visible.

T. And if we should then suddenly cool down the room to the freezing point, how much water would be precipitated as cloud, vapor, or mist?

S. Three quarts. I guess it would be mist.

T. If the room were a mile high and miles wide?

S. The mist drops would become great rain drops, and the country would be flooded.

T. Just so. We would have a tropical rain storm. You can now tell where we may expect the heaviest rain storms and when?

S. In countries where the air is very warm and where it may have an opportunity of also absorbing as much water as it can; or in cold countries if warm moist air should be blown towards it from moist warm regions of the earth.

T. Very good. That will do for the present. I may mention that the vapor of water will rise into empty space as well as into the air. But as the air fills all the space of which we were talking, we have been speaking as if it was the air which was absorbing the moisture. We shall again find out the conditions which must make some portions of the earth's surface subject to much rain, while other parts may be rainless. You know the conditions now. See if you can pick out the various geographical regions of the world where such extremes may be found. Snow, hail, frost and dew, and perhaps even the frost pictures on the windows are other problems I can now ask you to begin to study so as to explain. The person who sees the most will likely get most rapidly to the correct solutions of these puzzles.

A Drop of Water.

The water which is now in the ocean and in the river has been many times in the sky. The history of a single drop taken out of a glass of water is really a romantic one. No traveller has ever accomplished such distances in his life. That particle may have reflected the palm trees of coral islands, and has caught the sun's ray in the arch that spans a cloud clearing away from the valleys of Cumberland or California. It may have been carried by the Gulf Stream from the shores of Florida and Cuba, to be turned into a crystal of ice beside the precipices of Spitzbergen. It may have hovered over the streets of London and have formed a part of murky fog, and have glistened on the young grass blade of April in Irish fields. It has been lifted up to heaven and sailed in great wool-pack clouds across the sky, forming part of a cloud mountain echoing with thunder. It has hung in a fleecy veil many miles above the earth at the close of long seasons of still weather. It has descended many times over in showers to refresh the earth, and has sparkled and bubbled in mossy fountains in every country in Europe. And it has returned to its native skies, having accomplished its purpose to be stored once again with electricity to give it new life-producing qualities and equip it as heaven's messenger to earth once more.—*Chas. S. Whiting in the Museum.*

FOR THE REVIEW.

Why Should Not Our Queen's Good English be Preserved?

In the December number of the EDUCATIONAL REVIEW I noticed some very appropriate remarks by our friend H. C. C. in reference to pronunciation. I, as one of the oldest teachers, would ask permission to follow along the same line. In visiting schools, and since my health failed, in taking charge of small schools, I have often been pained to hear the pupils repeatedly mispronounce the commonest words, such as *with*, *beneath*, etc.; and when they come to parse, call the nominative case *nomative*, etc. Then a whip is a *wip*, when—*wen*, while—*wile*, whale—*wale*, white—*wite*, which—*witch*, *ad infinitum*; and when I have ventured to remonstrate, the answer would be: "O, I have not time for such little things." I answer: "Would a builder be justified in erecting some vast superstructure on a defective foundation?" Often in listening to preachers graduated from our higher institutions of learning murdering our good Queen's English, or Queen's good English, as the sounds of the murdered victims have jarred painfully on my ears, I have had to writhe in my seat and think: "Were I back there again I would suggest to some of the teachers that they arrange some place where the moositians might play a foo toons on their noo loots to the stoodents of the institootion on Tuesday evenings, and neither too it nor chew it." "A word to the wise," etc.

G. J. R.