

it as a science, correlated with physics, chemistry and other school subjects, and not as mere cookery.

It was felt by all present that the meeting had been both inspiring and instructive. Future meetings, it is hoped, will afford further opportunities for the discussion of the aims to be kept in view, and the best methods to be adopted in teaching this important subject; and, as one result of the meeting, it is most earnestly hoped that the Council of Public Instruction will, in the very near future, agree to acknowledge the importance of domestic science by allowing it to count for as much in grading examinations as any of the other prescribed studies.

President, Miss Helen N. Bell, Halifax; Secretary-treasurer, Miss E. P. McCall, Truro.

### The Future of English.

It is an interesting and significant fact that negotiations between Generals Nogi and Stoesel for the surrender of Port Arthur were carried on in the English language. Neither of the generals understood the language of the other. English was the only foreign language both of them understood, and so they talked English. For over two hundred years French has been the language of diplomacy. It is possible that it will soon be displaced by English, which is already the common language of commerce.

There is a great future for "the tongue that Shakespeare spoke." Already it is the language of 130,000,000 of people; while Russian is used by 100,000,000, German by 75,000,000, Spanish by 70,000,000, and French by 42,000,000. In another century the English speaking people will probably outnumber all those who use the other languages mentioned. It will be the language of the North American continent (probably including even Mexico), of the island continent of Australia, of New Zealand, and a large part, and the best part, of Africa. In another century the population of what is now Greater Britain will far exceed the population of what is now the United States and Great Britain combined; so it seems quite certain that English is destined to become the most widely used language in the world.—*Hamilton Herald*.

Canada's sea coast line is equal to half the circumference of the earth.

### Nature Study.

To the majority of pupils the growth of plants is the most interesting department of nature study. There is no other subject more easily correlated with the pupil's other studies, or that lends itself to so many interesting experiments. It can be utilized to create a love for nature work, and it is most important in its practical results.

The following Notes of Lessons on How Plants Feed, selected from *The Practical Teacher*, will be found very helpful to the readers of the REVIEW.

*Class*.—Suitable for Grade VIII in either urban or country schools.

*Time*.—Two lessons of thirty minutes each.

*Object*.—The chief object of these lessons is to instil a love of nature in the minds of the children by exciting their interest in natural objects, but they will be found helpful in a course of systematic botany.

**STEP I. PREPARATION.**—In order to grasp this subject thoroughly, the children should have received some instruction in the nature and properties of carbon, oxygen and nitrogen; they should know that air is a mixture of these last two gases, and that it contains a small quantity of carbonic acid gas, which is formed by the union of carbon and oxygen. Experiments should be made in water culture. Having placed a few peas or beans in damp sawdust until they begin to germinate, wash them in clean water and fix them in position by means of corks in wide-mouthed bottles. A normal solution for water culture can be made as follows:

Distilled Water, . . . . .	½ gall.
Potassium Nitrate, . . . . .	1 dram.
Calcium Sulphate, . . . . .	½ dram.
Calcium Phosphate, . . . . .	½ dram.
Magnesium Sulphate, . . . . .	½ dram.
Sodium Chloride, . . . . .	½ dram.
Chloride of Iron, . . . . .	A trace.

This is a standard solution supplying all that is necessary for the growth of the plant. That each of these is necessary to the growing plant is proved by growing peas in different solutions, each corresponding to the normal solution, but with each of the salts omitted in turn; the effect of growing in pure water should also be tried. These specimens should be kept in the class-room so that the children may watch their growth. A day or two before the lesson a plant should be shut up in a dark cupboard in order that its leaves may be experimented on during the lesson.

**STEP II. PRESENTATION.**—All children know that an animal has to take food of some kind, and those that keep pets dearly love to feed them; but plants also take nourishment in a less obtrusive, but none the less interesting, manner.

*On what does a Plant Feed?*—In order to answer this question, let us find what substances go to build