

swore by Pickering's dark satellite. The advocates of each theory generally succeeded better in proving the unfitness of the other one to explain all the facts than they did in proving the fitness of their own. Towards the close of 1889 Prof. Vogel and Dr. Scheiver settled the question in favor of the dark satellite theory by means of the spectroscopic apparatus in the astronomical-physical observatory at Potsdam. Now we know that there is a dark sun circling around Algol. Its period of revolution is exactly the same as that of Algol's variation, which was first determined over a hundred years ago. Once in every revolution it passes between us and Algol and cuts off part of the light. And even more than this was revealed by the Potsdam spectroscope. The whole system—Algol plus his dark companion—is moving towards our solar system, and this accounts in a quite satisfactory way for the observed shortening of the period of variation.

And so the old mystery of Algol's demoniac wink has been removed, but only to be replaced by the new mystery of a dark sun. But a wink that takes nine hours from start to finish is still a thing well worth looking at when you get the chance.

A. CAMERON.

Yarmouth, N. S., September 25th, 1891.

Social Recreation for Teachers.

The lady teacher has peculiar need of a restful, comforting rhythmic, sympathetic social life, and she is liable to find it peculiarly difficult to secure. She spends the active hours of life with fifty children, more or less, who naturally make a heavy drain upon her nervous energies. They are asking questions, directly or indirectly, indefinitely. She has to watch them incessantly, to correct the way they sit, stand, speak, look, act, read, write, cipher, etc. Such are the demands of modern methods and exacting supervision that she may easily spend every out-of-school hour in getting ready for school, and in examining exercises, compositions and test papers. She is away from home, and is liable to board in a house or family that gives her no social opportunities. More teachers are worn out by lack of a rhythmic social life than from the wear and tear of the school room. The young teacher owes it to herself to secure and enjoy a genuinely healthful and helpful social life. Her intelligence, tastes, character and employment give her opportunities of the highest social standing in the community. She cannot, it is true, give all her time to social life—she can enjoy none of its dissipations, must have the courage to keep good company, good hours, and retain economical tastes; but all of these things characterize genuinely good society everywhere.—*American Paper*.

For the REVIEW.]

The Progress of Volapuk.

To the great majority of your readers, probably, who know little of the progress of the new international language, the published reports of the convention recently held at Chautauqua would occasion not a little surprise. I have read such reports, more or less full, in the press of half a dozen American cities and towns, including such papers as the *New York Tribune* and the *New England Journal of Education*, from the latter of which a few extracts are given below.

This was the second annual meeting of the North American Volapuk Association, organized about two years ago, in Boston. Four public sessions were held, besides others of a more private character. Addresses were given and papers read by several prominent gentlemen whose names are given. These dealt with the history of the language, its grammatical structure, its value, its present widely extended practical use, the propriety of teaching it in the public schools, etc.

It may not be generally known that during the last two years, Volapuk has been taught in the evening High Schools of Boston, where hundreds of pupils have gained a working knowledge of the language.

Part of a session "was occupied with an examination by the audience of a very rich exhibit of Volapuk ware, consisting of charts, textbooks, works on topics literary, scientific, ethical, and fiction, with a display of Volapuk newspapers and periodicals, printed in over twenty countries and numbering nearly fifty, some of them having been continuous in issue during eight or ten years,—the entire exhibit affording the most substantial proof of the actualness and great extent of the use of Volapuk all over the world."

At another session, Col. Sprague, the President, gave an interesting lesson lecture. "He began by stating that the vowels were the same as the English vowels, but with the European sounds, and that they played an important part in the inflection of Volapuk, affording as terminals the case-endings of nouns, and as prefixes the tenses of the verbs, and showed that as these vowels were used for these purposes in the order of *a, e, i* for cases and of *a, e, i, o, and u* for tenses; the declension and conjugation were matters of no difficulty whatever. Indeed, he demonstrated the simplicity of Volapuk by actually familiarizing the audience with the construction of sentences in his three-quarter-hour talk, so that it was not surprising to hear Mr. Post, who followed Colonel Sprague, tell how a certain college professor mastered the principles of the language in twenty-seven min-