

top; and another whose main stem seems to divide into large branches which grow slantingly upward and thus add to the height of the tree. Name each tree, and tell where you found it.

3. What wild birds did you see out of doors in the latter part of December and early part of January?

4. Make an outline drawing from memory of the full moon in December, showing the so-called "Man in the moon," as it appears to you. Give the date.

5. Find, by observation, where the sun is when the full moon is rising, and where it is when the full moon is setting. Tell how you reached your conclusions.

Story of a Golden-crowned Kinglet.

The following incident is related by Mr. W. C. Jonah, Principal of the Superior School at Hopewell Cape:

A short time ago one of my pupils, on the way to school, caught a Golden-crowned Kinglet. He brought it to the school and placed it on the window. When school was called in, the bird did not seem inclined to stay on the window, but would fly from person to person catching flies. It would allow itself to be handled, and showed no fear of the pupils; but would fly from the window to meet them and back again to the window.

I brought it to the house where I am boarding, and it renewed its old habits as shown in the school. Perched on my finger it would look around for a fly, and as soon as one was seen it would fly away and catch it, making an audible *snap* with its bill.

I have met these birds in the woods, and find they are very tame. It seems very strange that birds like the Kinglets, Yellow Warblers, Cedar Wax-wings, and others of brilliant plumage, which have the greatest reason to fear the bird-hunter, should be so tame, while others which have dull unattractive plumage should be so very wild.

Nature-Study for Public Schools.

At this time of the year the cricket is an interesting little creature to study and it has a delightful story to tell of itself. It can be made very happy in captivity and will afford much pleasure if given close observations. Children find much instruction and amusement by having cages in the schoolrooms and the homes.

It is interesting to know that the male makes music for the pleasure of the female. Like other artists for whom we pay good money to hear, each male thinks his own music best and can not bear rivalry with good grace. Quarrels are not uncommon among them—just as we have heard is sometimes the case with church choirs. It is well for the children to determine by observation whether the cricket is a singer or a fiddler. It also interests them to locate the ears which are on the legs. There are many other observations worthy of note which space forbids to mention. If the reader is interested in children, schools or teachers, he can do them a service by asking the Bureau of Nature-Study, Cornell University, Ithaca, N. Y., for a Junior Naturalist monthly lesson that will put children at work in this line. Bureau of Nature-Study, Cornell University, Ithaca, N. Y.

For the EDUCATIONAL REVIEW.]

The Real Shakespeare.

SIR,—Has the N. B. Reader:

"O hard condition twin born with greatness,

What infinite heart's ease must kings neglect
Which private men enjoy?"

And did Tennyson really say Shakespeare wrote so? Just listen to the second line. Wretched. What a lesson in the effect of 'proper words in the proper places,' Swift's definition of style, to see what Shakespeare wrote:

"O hard condition,
Twin born with greatness
What infinite heart's ease
Must kings neglect, that private men enjoy."

And it is beautiful. The difference is infinite. And indeed an ease of heart is in that noble style, that half pause, in those 'unstopped' lines, without which, or the feeling of which, it cannot be loved as it deserves.

There was once a critic who said very wisely that it is a law of all good poetry that the music is in the most intimate alliance with the thought. . . . Take for instance Shakespeare's line (*sic*), "Canst thou minister unto a mind diseased." In prose the ordinary arrangement would be, 'Canst thou minister unto a diseased mind'; but the arrangement which Shakespeare substitutes is not simply a gain in 'music,' or poetic rhythm, etc., etc.

So it is. But Shakespeare's arrangement is:

"Canst thou not minister to a mind diseased"

—with its awful warning sound, half earnest, half threatening in despair; not the confused jumble quoted as Shakespeare's line.

It is well to call attention to Shakespeare's music and all that. But let us learn the right tune first. Small blame to us not to like the other. W. F. P. S.

The University of N. B.

The Broken Wing.

In front of my pew sits a maiden,
A little brown wing on her hat,
With its touches of tropical azure,
And the sheen of the sun upon that!

Through the bloom-colored pane shines a glory.
By which the vast shadows are stirred,
But I pine for the spirit and splendor
That painted the wing of that bird.

The organ rolls down its great anthem,
With the soul of a song it is blent;
But for me, I am sick of the singing
Of one little song that is spent.

The voice of the curate is gentle;
"No sparrow shall fall to the ground;"
But the poor broken wing on the bonnet,
Is mocking the merciful sound.—Anon.