

and is distinctly visible through an ordinary telescope or good opera glass.

There are two stars of the first magnitude in the constellation, four of the second magnitude, and five of the third magnitude. The naked eye can distinguish between 120 and 150; an average binocular over 2,000; while with a large telescope they become practically innumerable.

When Orion is in the south—near midnight—the constellation directly above it, or north and north-west of it is Taurus; northeast of it, Gemini; east of it, Monoceros; southeast of it, Canis Major; south of it, Lepus; west of it, Eridanus. The line through the three stars of its belt when produced upwards will pass a little below the red star Aldebaran, and into the Pleiades in Taurus; produced downwards, it will pass a little above Sirius in Canis Major, the brightest fixed star in the heavens.

“Orion's belt from Taurus' eye
Leads down to Sirius bright;
His spreading shoulders guide you east,
'Bove Procyon's pleasing light.”

THE PLANETS FOR JANUARY.

The morning sky will be resplendent this month with two of the most brilliant planets—Venus and Jupiter—and ruddy Mars. On the 2nd, Venus and Jupiter were in conjunction, Jupiter being south of the former only about four moon-breadths, and relatively moving westwardly. About the beginning of the month these two planets rise about three hours before the sun. At the end Venus rises a little later and Jupiter about an hour and a half earlier than at the beginning of the month; Mars will rise from six to seven hours earlier than the sun. He is in the constellation Virgo. Jupiter moves from Libra into Scorpio, being in close conjunction with Beta of Scorpio on the 24th on the south. Saturn will be morning star in Cancer until this date, when it is nearly opposite the sun, and is therefore seen at midnight south of the zenith. It then becomes an evening star.

The moon rises eclipsed on the 28th. The total phase ends at 8h. 9m. P. M. (60th meridian time). Last contact with shadow 9h. 9m. Last contact with penumbra 10h. 11m.

Eclipse of the sun, invisible in Atlantic provinces, February 11th.

There are several errors in the planetary phenomena of Belcher's Almanac for the month of January. They are probably due to careless proof-reading; but the number and importance of them are more than ordinary.

THE KINDERGARTEN AND THE PUBLIC SCHOOL.

E. J. James, Ph. D., Professor of Public Finance and Administrations, Wharton School of Finance and Economy, University of Pennsylvania, sums an address on the subject as follows:

1. That the three years preceding the school age are, for certain educational purposes, the most valuable years of the child's life.
2. That under our present system of public and private education, these years are, relatively speaking, wasted.
3. That this waste is just as general among the rich as among the poor, and is little less ruinous to the former than to the latter.
4. That it may be largely saved by the general introduction of some such institution as the kindergarten.
5. That such general introduction is only possible in the form of free kindergartens, established in connection with our public schools, in sufficient numbers to accommodate all children sent to them.
6. That the necessary outlay for such kindergartens would be amply repaid to society by the increased productiveness of the generation educated within them.
7. That owing to the economic condition of our society, which prevents the majority of our children from going to school beyond the tenth year, the only means of securing the minimum of education absolutely necessary to the welfare of our society lies in utilizing for educational purposes the three years preceding the school age, and the only institution which promises to do this is the kindergarten.
8. That the essential condition of success in this movement is a supply of properly trained teachers, which can be insured only by the establishment of an adequately equipped training school for kindergarten teachers.
9. That the first step towards this is the establishment of a kindergarten class in connection with the city normal school.

OUR public school education should not tend to wean our youth from labor and industrial avocations. On the other hand, it should aim at dignifying labor and stimulating thought for the improvement of industrial processes. This will not prevent the literary development of those with a literary genius, and it will also give them a sound substratum of intelligence—stimulating knowledge, which will add very greatly to the power of their special endowment.