

them, giving these an interest in their surroundings, and teaching habits of exact and thorough observation.

The following simple apparatus will show growth from the seed in the school-room. Children always watch such processes with great interest, and their powers of observation are aroused and developed :

Sew a piece of flannel tightly over the mouth of a basin. Pour on water until the basin is full. Set it in a deep dish, or soup plate, to catch the overflow, for water must be constantly added to take the place of that which evaporates. Sprinkle mustard seed on the surface of the flannel. In a few days the seeds will sprout and grow to real plants. The same process can be used with wheat or linseed, or any seed, though all are not equally successful.

For another lesson to keep constantly before the class for many weeks, that they may watch its slow development, is this: Take a clear glass bottle of medium size and partly fill it with water. In the bottle suspend an acorn by a piece of stout thread, allowing the acorn to be partly under the water. Sprouting will take place in the water and can be seen through the glass. A stem and the rudiments of leaves will grow up toward the neck of the bottle.

THE HEAVENS IN MARCH.

Are our readers noticing the western heavens these fine March evenings? Venus, in all her beauty and glory as evening star, leads the starry host, "sloping slowly to the west." Above her are the Pleiades, then the Hyades, then Orion, with Sirius, the Dog-Star, rounding the arch from the south. Mercury is, this evening (March 8th), well placed for observation, and will continue in about the same position for several evenings. Try to pick him out between Venus and the sunset point. Mars is morning star, now rising only a few minutes before sunrise, and cannot therefore be seen. Jupiter is morning star, rising about midnight, and is a fine object for early morning star-gazers. Saturn is also a morning star, rising nearly an hour and a half after Jupiter, its pale yellow light rendering him less conspicuous in the morning sky than his more brilliant neighbor.

For the REVIEW.]

School Gardens.

A school garden may be as useful in training children as a laboratory or a library. Properly carried on, the work of the garden gives opportunities for experimenting, observing and reasoning, besides awakening ideas of beauty.

Last year in Upper Canard, N. S., garden work was carried on in connection with the school work. A piece of greensward was ploughed in the preceding fall,

harrowed and made ready for planting in the spring. Thirty varieties of vegetables were grown. Each pupil planted a row and personally conducted an experiment. Each pupil also studied his or her plant from seed to maturity, and its enemies, chiefly weeds and insects.

One experiment determined which of several varieties of onions was best suited for that locality; another, the effects of hardwood ashes on the growth of potatoes when applied (1) to the soil in contact with the seed, and (2) to the surface of the ground after the seed was covered. A marked difference was noticed in the time taken to appear above ground, in the health of the plants and their rate of growth.

Other experiments determined the proper depths for planting seeds, the best time for planting, the effects of rare or frequent cultivation, and the effect of growing leguminous plants along with other crops.

Pupils kept a record of the time of planting their seeds, the time taken to appear above ground, and the rate of growth afterwards. A record of the rainfall was kept, and the effect of heat and moisture on the growth of the plants was observed. The plants were studied from time to time, drawings made, and their exact size and development noted at certain periods from the time of planting. The cultivated plant was carefully compared with weeds studied and with wild flowers. New vegetables were introduced. Plants usually started in the hot house were tried by planting the seeds in the open ground. Tomatoes gave good results in this way. The fertility of soils taken from different depths was tested, and differences in plants growing in these soils were observed and accounted for.

Many of the insects studied under the head of Nature work came from the garden. Toads were brought by the pupils and their habits observed. In one corner of the garden a tub was sunk, filled with water and used as an aquarium in which were grown polywogs and frogs.

In front of the garden a spruce hedge was planted, and sweet peas and morning glories were grown.

From one year's experience the teacher was convinced that a school garden could be a valuable aid to education in rural schools, affording as it does an opportunity for experimenting, observing, and inductive reasoning, while at the same time developing the sense of the beautiful.

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The title "Doctor" is becoming as common and almost as ridiculously misapplied, as that of "Professor." In the twentieth century, the plain "Mr." will be esteemed the most honorable title.—*Western School Journal.*