

acts like a negative element, I regard it as a negative radical.

(c) Nitric acid,  $\text{HNO}_3$

Salt—ammonium chloride,  $\text{NH}_4\text{Cl}$ .

The last question in the paper requires some knowledge of the commonest ores of iron. The High School Course in New Brunswick includes but little of the chemistry of the metals, but that little should not be slighted. The few ores referred to in the text can be easily obtained. They should be examined by the pupils and submitted to easy tests to bring out their more obvious properties.

#### Questions for January.

1. Where are the absent wild birds? Why do you think so?
2. Consider whether the toads and frogs went away to another country. Why do you think they did or did not? Give your reasons for thinking they are alive or dead—as you believe.
3. Where are the insects which used to be so abundant in the fields and woods? Where do you think they come from in the spring? Give reasons for your answer.
4. How many toes are there on each foot of a cat? What is the shape of a cat's toe-nails (claws)? Find whether you and the cat can, at will, move your toe-nails without moving your toes.
5. Find whether a cat can see as well, or better than you, and whether she can smell better. Give proofs.
6. Make a drawing (a) of a cat, and (b) of a cat's claw.

#### Exercise in Spelling.

The following words have been taken at random from a list of words misspelled, most of them frequently, in the papers on Elementary Science in the Normal School entrance examinations. Any teacher who will give these words as a spelling exercise will probably learn something more about his pupils. The examiner in elementary science hopes, especially, that pupils who intend to take the Normal School entrance examinations will learn these words thoroughly, and thus save him much trouble and their own credit: Separate, soluble, pistil, flies (often misspelled flys), staminate, pistillate, dissolve, affect (to act upon), effect (result), lose, occurrence, property, perform, carpel, specimen, specimens, crystallize, calyx, similar, varieties, hematite, magnetite, preceding, science, metallic, liquefy, aster, radicle (of an embryo), disappear, tendency, boundaries, genus (and its plural, genera), corolla, stalk, occur, pollen, pollinate, gases, phenomenon, phenomena, quartz, evaporate, invisible, embryo, perhaps, caustic, piece, receptacle, occupies, volume.

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#### January Talks.

By MRS. S. B. PATTERSON.

The college man, who, in an animated description, said that he "clim" a tree, had enough rules of grammar at his finger-ends, but it would have been of infinitely more value to him to have had the correct word on the tip of his tongue. Facility in correct speaking must come through long practice, and teachers need to be constantly on the alert in the matter of language training. Habits of carelessness formed in childhood are not easily broken, and in later life one is often tripped up by the unconscious use of some error impressed by common usage in early home life.

This matter has been referred to before in these pages, but will bear repeating, for we need reminding that language lessons must be "here a little, and there a little" to be truly effective, much being done in an informal way leading to the easy use of good English in every day speech. While the children enjoy the pleasure, after vacation, of describing their Christmas good times, little hints may be given now and then as to correct expression of ideas. Show sympathy with them in their enjoyment, and review the Christmas songs and stories, for although Christmas is gone, it has not yet become a thing of the past for the children; its halo is still over them.

We hear people saying "A Happy New Year,"—what year is this? What was the name of last year? What does the name mean? (Something may be done here towards laying a foundation for the future teaching of history, leading the children to think back over their own lives, so gaining a broader idea of the passing of time.)

How many Christmases can you remember? What did you do on those different days? Can your mother remember Christmases when she was a little girl? Can your grandmother remember still farther back? Once, long ago, it was just one year since Jesus was born, then two years, three years, ten years, twenty years, one hundred years, etc. Can you count one hundred? Now it is nineteen hundred and two years since Jesus came. How many months in a year? Can any one name them all? We have now not only a new year, but a new month also.

This would be a good time to start a blackboard calendar in some space not specially required for other work, merely drawing the vertical and horizontal lines, and letting the children fill in the days one by one as they come. Draw the vertical lines long enough to serve for the whole month, as in the illustration given