

## HOUSEHOLD.

### An Educational Reform

There was an unusually happy look on the faces of a company of children as they tripped lightly down the steps of one of our grammar schoolhouses the other day carrying their books and pictures and their paint boxes strapped together, to be put away on closet shelves for three delightful months. The examinations were over. The marks had all been made. One and another asked eagerly, 'Did you pass? What did you get in geography, what in arithmetic, what in spelling?' The questions were asked and answered with intense interest.

'O but I was glad when I saw my teacher marking the tens up to eighty-seven for me in geography,' said one sweet-faced little girl.

'How much did you get in arithmetic?' inquired her older sister. The countenance of the younger one fell as she replied, 'I ain't going to tell.'

'Ah, I'll bet you didn't pass,' retorted the older sister.

'Well, I don't care if I didn't,' came the somewhat spiteful response.

'Oh, you weren't going to tell,' exclaimed the sister, with a triumphant air.

'I haven't told what I got,' said the little one, with a pert look on her face, as she bounded along home quite merrily, as if determined that the low marks should not weigh upon her. She opened the door into the hall and shouted, 'Mamma, I had eighty-seven in geography,' and as the mother leaned over the stairs, saying, 'Fine! fine!' the little one whispered, 'and only forty-five in arithmetic.'

'Forty-five!' repeated the mother, slowly and solemnly, 'then you won't pass, will you?'

'I don't know, and I don't care,' came the reply. 'They give us awfully hard examples. They're too hard for such little kids as we are.'

The next day the mother and one of her neighbors looked over the examples and came to the same conclusion, that they were altogether too hard for 'such little kids.' They were not surprised that the brains of some of them were overtaxed by the problems given them, and by the 'number work' which made them so unnaturally intense. The neighbor said her little boy was tired out with that work, but still determined to be at the head of the class. When she said to him, 'Don't try to work so hard. You need not mind if you cannot do all those examples,' he straightened himself like a little major, and replied: 'Do you think I'll be second in that class, mother? I never have been, and I never will be.' Then shortly after he was quite ill with a fever, and his mother asked: 'How do you feel, Charley, where are you sick?' he put his hand to his head and said, 'O I feel as if there were wheels going round and round in my head.'

Some days thereafter several mothers were sitting on a porch talking earnestly on some subject when a doctor called to see a little patient. He stopped a moment, and jokingly asked, 'Are you having a caucus there?'

'Yes,' replied one of the ladies, 'an educational caucus. We are protesting against too much education, particularly too much arithmetic in our schools for the little folks. You doctors ought to look after this and help us in the protest. We want the intense, quick number work required of the children dropped, and less arithmetic taught them. We believe it would be a good deal better and easier for them to begin the study of the languages, and devote more time to history, poetry, mythology, memory studies.'

'I'm with you in that,' said the doctor, 'I'd join your caucus if I had the time, although I do not think you need me. If

the mothers,' he continued, 'would visit the schools more often and create public sentiment against much that is done in them, changes and reforms might be then brought about.' Then he hastened in and up stairs to see the little boy eight years old who was in a high fever and was saying, 'If I must go to the "number-down" to-morrow. I'm going to be there if I do have a fever.'

'Have you heard that sensible, psychological lecture by Mrs. Browning, on some of the evils of this intense number work,' inquired one of the ladies on the porch, 'and do you remember what she said about stuttering?' The other ladies had not heard the lecture. They asked their friend to tell them about it.

'Why, she proved conclusively that the stuttering of children was greatly on the increase, and that in the majority of cases it would be attributed and traced directly to the intense attitude which children had acquired in doing their examples, and what in many schools they call their quick number work. She allowed,' continued the speaker, 'that there are many teachers who with winning manners could and did get satisfactory work from their pupils, but she asserted that the large majority of teachers were so intense themselves, they inspired fear in the children, and by rapping on the blackboards and repeating again and again, in short, agitated manner, "quick, quick," as the eager lookers-on applied their young minds to the adding, subtracting, multiplying and dividing the long lines of figures they had unconsciously taught them to stutter. Many mothers who had taken their children from school and had them tutored at home or placed in private school with teachers who were serene, reposeful, enthusiastic and encouraging, had been made happy by seeing this habit of stuttering, and that of an unnatural attitude of fear corrected.'

That mothers' caucus decided most emphatically that in these particulars there should be a reform in all our schools, that children should not be pressed so hard and so far in the study of arithmetic nor be graded by that study alone. They expressed the hope that mothers and fathers everywhere would agitate the subject until a beneficial change should be brought about which would allow the brains of the little ones to develop more naturally.—'Standard.'

### Eating for Strength

Dr. Robert Hutchison, who is demonstrator in physiology at the London Hospital Medical College, is ruthlessly destroying some cherished fallacies about food.

'The main fault in our national feeding,' he said, 'is that we consume too much starch and sugar and too little fat. Many of the children grow up stunted and badly developed, largely because of the deficiencies in feeding. Butter as a food is of the highest value, and the use of margarine should be greatly increased. Margarine is a substance that does not deserve all the opprobrium poured upon it. It is made in a way that is open to no sort of objection. It is physiologically equal to butter, is easily digested, and is an excellent supplier of energy. Lentils, peas, haricot beans and oatmeal should be eaten, and meat in proper quantities. Oatmeal should be given to children, particularly in place of the bread-and-jam.'

'I would not urge the town-dweller to be a vegetarian,' continued Dr. Hutchison, 'but I would advise the poor that they can get a much larger quantity of waste-repairing and energy and heat-forming food for a shilling in the form of pulse food than in meat or animal form. The home bloater, too, is one of the cheapest sources of material for properly building up the human body.'

'The economist would do well, too, to teach the wife of the working-man how to prepare cheese in various ways. Cheese is an extremely nourishing food, but taken in its ordinary state it is somewhat difficult of digestion. If mixed up with other things in various ways it can be better

dealt with by the stomach. Some things largely taken are of no use in keeping up the human fabric and supplying energy. Tea is one of these things, and the much-lauded meat extracts are certainly not of any use in replacing the wear and tear of the body.'

The lecturer added that the superior energy of the American workmen had been attributed to their avoidance of some of the food fallacies of the English.—London 'Mail.'

### THE WONDERFUL COMFORT BAG.

(Julia Williams, in the 'New England Homestead.')

Louise was an invalid. It all came very suddenly, and it seemed doubly hard that one so young should be forced to such a dreary life.

When well, she had the greatest faculty of doing things for people. Somehow Louise always knew exactly what a body needed. It wasn't by spending a lot of money—Louise didn't have much money.

She lived at home and helped her mother, just as ever so many girls do. But she managed to find time to trim a hat for Mrs. Blake or show Margaret Jensen, who had just gone to housekeeping, how to make bread.

But now Louise was sick and her friends instead of spending their time lamenting the fact, set to work to find a way of making her forget her ills. Besides, they wanted her to know she was 'one of the girls' just as much as ever.

'We'll make a comfort bag,' they agreed. It was a big, generous-looking affair, made of silkline drawn together by a broad satin ribbon at the top. Into this each one of the girls (and older people, too) put one or two articles. Each gift was made into a package with the giver's name inside, and Louise was told to take one parcel from the bag each day.

Among the things put in were books, small pictures, a kimona, pretty calendars, several games, a collection of kodak pictures of familiar places, a small locket, a little book in which was written a collection of funny stories and jokes, a bottle of bay rum and one of the invalid's favorite perfume, pretty handkerchiefs, several selections of poetry mounted on cards, a hand-painted frame containing a photograph of the giver, and many more, which through her long weeks of illness were a constant joy and reminded her of how many lovely people there were in the big world; but Louise always knew that.

Let us not be afraid to start because the beginnings must be small. When Booker T. Washington made his start at Tuskegee the school was held in a vacant hen-house, and the roof leaked so that a scholar had to hold an umbrella over his head when it rained. Now it costs \$82,000 a year just for the necessary expenses of running that school. God will see to the rest of it, if we only make a good start.

### PATENT REPORT.

Below will be found a list of patents recently granted to foreigners by the Canadian Government, through the agency of Messrs. Marion & Marion, Patent Attorneys, Montreal, Can., and Washington, D.C.

Nos. 83,642, Henri Harmot, St. Etienne Le Marais (Loire), France, process of casting steel ingots; 83,655, Gustav Tuschel, Odessa, Russia, quick varnish composition; 83,763, T. H. Ibotson & B. Meldrum, Kent, Eng., process for the manufacture or production of asbestos, millboards, slates, etc.; 83,840, Christian C. van der Walk, Voorburg, Holland, gold washing machine; 83,889, Arthur Krebs, Paris, France, oil engine; 83,979, Henry Jas. Brooke, Svendborg, Denmark, ship's anchors; 84,105, Gustaf Erikson, Sodertelge, Sweden, internal combustion engine; 84,112, David Alfvén, Stockholm, Sweden, apparatus for separating butter from milk.