

Object Lesson on Pins.

A useful and interesting object lesson may be given on pins. Let each pupil be provided with one, and measure it. Is the length the same in all cases? What advantage is it to have pins of different lengths? What names are given to the various parts of a pin? (Head, shank, point.)

Pins are made of wire and go through many processes in their manufacture which gives employment to thousands of persons annually. Tell or write down some of the many uses of pins. What is the cost of a "paper of pins"? How many pins in a paper?

The pins mentioned in the Bible for fastening the hangings round the court of the temple were of metal. The Roman pins were usually of bronze. Elaborate and costly pins have been found, in Egyptian tombs, some of bronze, some made of silver and gold. The ancient Mexicans found in the thorns of the agave tree a good substitute for metal pins. (Tell the children to ask their grandfathers and grandmothers or some old people in the neighborhood if they do not remember when the thorns of the common hawthorn were used as pins, before metal pins became as common and cheap as they are now.)

Pins were introduced in the sixteenth century. Then they were costly and highly prized as gifts. A paper of pins was more acceptable than a bouquet.

An act was passed in 1543 making it illegal to charge more than eightpence a thousand for metal pins. Persons of quality often used pins made of boxwood, bone, and silver, while the poor put up with wooden skewers.

In those days husbands were often surprised at the great amount of money that went for pins: hence the term "pin money."

Not so many years ago the frugal housewife was wont to teach pin economy by teaching her children the couplet:

"See a pin and pick it up,
All the day you'll have good luck."

What is meant by the word pin or pins in the following expressions:

"The very pin of his heart cleft."—*Shakspeare*.
"He does not care a pin for me."
"To be on pins and needles."
"To knock one off his pins" (slang).

History Helps.

To review a class in history in an interesting way, read from another history than their own, or better, read from a variety of authors the portion on which they are to be reviewed. Stop here and there as an important fact is mentioned and call on the class to fill in the date. Or as a date is read, let the pupil supply the fact connected with it, and ask for other dates within near range. Have lists of important dates arranged on large tablets of paper, which may be pinned up during reviews and let each pupil choose one that he may wish to tell about. This latter device will save board work, and may be kept for repeated use, always ready at hand.

A Helpful Reader.

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The time to build up worth-while citizens is from babyhood onward. The city child must have pure air, enough pure food and water, proper housing, warm clothing, attractive and decent play, or at his starveling majority he will be a burden or a detriment to society. "Don't call it philanthropy," says one. "It isn't philanthropy. It's just racial common sense."—*Harper's Weekly*.

How to teach the correct use of a dictionary so that pupils without loss of time and without inconvenience to others may enjoy the privilege of getting information for themselves is one of the delights of school work. In Webster's New International Dictionary there is need of some instruction how to use it to best advantage, and the publishers, Messrs. G. & C. Merriam Company, of Springfield, will furnish free to any teacher a valuable little booklet on *Suggestions on the Use of the Dictionary*.