

### Notes and Opinions.

Dr. MacKay, Superintendent of Education for Nova Scotia, makes the following suggestion in regard to the period of mourning for the Queen: That during the two months of mourning every schoolroom should show some symbol of mourning, such as the draping of the Queen's portrait (where one is in the room), or the draping of the Queen's name in the schoolroom with mourning colors or emblems, or in any other simple and graceful manner in keeping with the conditions of each school.

As a practical suggestion for the decoration of the schoolroom, the following is offered: Get one of the older boys to make you a frame for a simple screen of three pieces and paint and enamel it black. Fasten the latter together with brass hinges in such a way that the screen will fold together when closed, and take up little space. Get some bright red cotton of a firm quality, and cut it into strips the size of the screen panels. Stretch it tightly and fasten to the frame with tiny tacks. Now, collect a number of good magazine illustrations and Perry pictures and arrange them in an artistic way on your panels, using a thin paste to stick them with. It will be necessary to have some one hold a large book or some plane surface at the back of the screen over the spot you are pasting. Use only black and white pictures. If nicely spaced and well chosen, the effect is very good.—*N. C. in Nova Scotia Normal.*

The Kaiser of Germany has addressed to his minister of education an interesting transcript on School Reforms. Concisely put, these reforms first involve the placing of classical and modern high schools on the same level. Hitherto classical schools have enjoyed a certain scholastic and social pre-eminence. Secondly, more importance is to be attached to the study of Latin; and thirdly, greater time and attention are to be given to English which is to be obligatory instead of optional as hitherto. In the three highest classes the extra time and attention given to English is to be at the expense of French, which becomes an optional subject. A fourth point is that in the study of classical languages, less attention is to be bestowed on minute grammatical points, more to awakening the interest of the pupils in the life and progress of the ancient peoples. With regard to modern languages, special attention is to be given to practice in speaking and to the reading of popular authors. Fifthly, geography must be taught more widely and more systematically, and by teachers skilled in this science. Sixthly, more attention is to be paid to modern German history, especially

in the nineteenth century; and seventhly, more importance is to be attached to physical exercises and more time to be allowed for gymnastics.

It is desirable that pupils in the more advanced grades should have home lessons. But they should be given only after due preparation on the part of the teacher. In assigning them, a considerable part of the school time should be devoted to showing their relation to the preceding lessons and to the explanation of the special difficulties likely to be met by the pupil in their preparation. He should also be carefully taught how to study them. Under these favorable conditions the home lessons will be the most profitable and pleasant part of the child's education.

An inspector makes the following suggestion regarding the use of the EDUCATIONAL REVIEW's Supplementary Readings in Canadian History:

"It seems to me, there should be a copy on every teacher's desk, to be used as supplementary reading on a Friday afternoon. The teacher might select the subject, divide it off for two or three readers, and give them the book to prepare the reading in advance. At the proper hour the pupil taking his place at the teacher's desk would read his part, the whole school giving attention, and then the next, and so on until the end of the subject was reached. A conversation between the teacher and pupils would follow, with occasional questions in order to test the measure of attention the reading received. From their previous study of history the pupils would appreciate the fuller treatment, and acquire a large and more accurate knowledge of important events. No hour of the week would be more profitably spent than the hour spent in this way."

New York *Sun*: Immediately upon the death of Queen Victoria her eldest son became King; no ceremony was necessary to pass the title, the coronation no longer being, as centuries ago, a ceremony on which the legal title depended. When the Prince of Wales became King, the title which he had borne for nearly three-score years became extinct; that is, there is now no Prince of Wales, nor will there be one unless and until the title is re-created especially and bestowed by patent upon the Duke of York.

\* \* \* Had there been no living son of the new King, his heir would be the eldest son of his deceased son; failing, a grandson, a granddaughter. In default of children of a son, the Prince of Wales' daughters would be heiresses to the throne in the order of their births, and their children after them, the daughters of the eldest daughter standing nearer to the throne than the sons of a younger daughter. It was this rule of succession that brought to the throne the Princess Victoria, daughter of the fourth son of George III, though she had uncles, one of whom succeeded to the throne of Hanover, which could not be occupied by a Queen Regnant.