

I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me on the street.

—Robert Louis Stevenson.

The following for second grade may make up a lesson for a windy day:

1. What time did you start for school this morning?
2. Was it earlier or later than you started yesterday?
3. How many of you children came to school very quickly to-day? Why?
4. How many of you found it hard to walk to school this morning? Why? What did you do to overcome the wind?
5. Where did those people feel the wind if it helped you?
6. Where did it strike you when it kept you back.
7. What must we do when we go out on a windy day?
8. What other things does the wind help besides boys and girls?

Use the following as a memory exercise:

I saw you toss the kites on high,
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass—
O Wind, a-blowing all day long,
O Wind, that sings so loud a song!

I saw the different things you did,
But always you yourself, you hid.
I felt you push, I heard you call,
I could not see yourself at all—
O Wind, a-blowing all day long,
O Wind, that sings so loud a song!

First grade work for winter:

1. What is the name of this month?
2. What do we call the first day of this month?
3. What is the name of this "New Year?"
4. Write that number on the board.
5. Name the winter months of every year.
6. Tell some things winter brings us.
7. Tell me some reasons that make you like winter.
8. Do you like the ice and snow?
9. Tell some bad things ice and snow may do to us, so we must be careful.
10. Tell some very good things the ice and snow do for us.

Use this with other suitable verses in this number for memory gems:

January, bleak and drear,
First arrival of the year,
Named for Janus—Janus who,
Fable says, has faces two.

The Summer School of Science meets this year at Charlottetown, and a large attendance is looked for in that favoured spot.

Scientific Temperance Instruction.

Extracts from a paper by Mrs. Ada L. Powers,
Lunenburg, N. S.

Every public school teacher is legally obliged to teach physiology and hygiene with special reference to the effects of alcohol and other narcotics, but no law can make the subject effective, unless the teacher puts into it the force of his own interested personality.

To do this, he must be kept supplied with up-to-date material, showing what to teach and the best methods of presenting the subject. Teachers and pupils weary of using the same text-books, excellent as they may be, year after year, and pupils are apt to conclude, after a while, that there is nothing more to be learned on the subject than what is contained within the covers of the Health Reader.

For the last fifteen or twenty years professors and medical men in Germany, England, United States and elsewhere have been carrying on exact methods of experimental research and observation, and as a result have discovered and taught that alcohol is not a food, not a stimulant that adds to strength, but a narcotic poison to human health, life and efficiency. By the same methods, Professor Pasteur, of France, discovered that alcohol, instead of being, as was supposed, a good creature of God, self-generated in fruit juices and grain solutions, is the product of man's manipulation of the laws of decay, whereby he changes a food to a poison.

* * * * *

The Bureau of Scientific Temperance Investigation furnishes the material from which all indorsed text-books in temperance physiology have drawn to a greater or less degree, and authors and publishers have always been accorded every assistance in determining just what enjoys the position of demonstrated truth. Take, for example, the following statements: "Alcohol is a constituent of all fermented and distilled beverages; alcohol is a poison; alcohol does not nourish the body, it is not a food; alcohol is injurious in small as well as in large quantities; the most moderate beverage use of alcohol is unsafe, because it has the power even in small quantities to create an uncontrollable and destructive appetite for more; alcohol decreases muscular efficiency; alcohol disturbs the functions of the nerves; all tobacco contains nicotine; nicotine is a poison."

How many of these statements may an author make with full assurance that his position is un-