

THE HEAVENS IN AUGUST.

At 10 p. m. on August 15, Cygnus, Lyra and Aquila are near the meridian, the first two being almost overhead and the third farther south. Hercules and Ophiuchus are to the west of the meridian, with Arcturus and his accompanying stars still lower, and the paws of the Great Bear are just touching the north-western horizon. Between Vega and the Dipper is Draco, bending his ungainly length around the Little Bear.

The zodiacal constellations offer little of fresh interest. Scorpio and Sagittarius are passing westward, carrying Jupiter and Saturn with them. Capricornus, Aquarius and Pisces are all inconspicuous, and the triangular head of Aries is only just rising.

About half-way up the eastern sky is the great square of Pegasus, which can be recognized at a glance. From its northeast corner runs a curving row of second magnitude stars, spaced at intervals about equal to a side of the square.

Among the planets, Venus is morning star in Taurus and Gemini, rising about two hours before sunrise on the 1st, and three hours on the 31st. On the 13th she attains her greatest brilliancy, and is easily visible in the daytime, though difficult to find.

Mars is morning star in Taurus and Gemini, and rises from four to five hours before the sun. He is steadily growing brighter, but is still twice as far off as the sun, and is therefore faint.

Jupiter is evening star in Scorpio. On the 25th he is 90° from the sun, and comes to the meridian at 6 p. m. The present month is a favorable time for telescopic observation of the eclipses and transits of his satellites, as the eclipses take place at their greatest apparent distance from the planet. About 9 o'clock on the evening of the 25th the second satellite is in transit, and the first and third are occulted by the planet, so that Jupiter will appear to have but one satellite,—a rather unusual occurrence.

Saturn is in Sagittarius, and is well up in the south at sundown. His rings are very widely opened out, and with his satellites they form a magnificent telescopic spectacle.—*Condensed from the Scientific American.*

HOME AND SCHOOL.

A bright little teacher whom I know has a happy way of drilling her small pupils in subtraction. She says: "Now we will play give-away; my turn comes first. If I had four apples and gave Nellie two, how many would be left?" All are eager to answer; the one who answers right, asks the next question. Sometimes the teacher says: "Let us all give away seven or eight today." Then each example has a seven or eight in it. In that way, she strengthens the scholars' weak points.—*American Primary Teacher.*

The "Call" of Animals.

What animal neighs?	What animals squeal?
What animal says "caw, caw, caw"?	What animal gobbles?
What animal mews?	What animals growl?
What animal brays?	What animal crows?
What animal chirps?	What animal moos?
What animals bark?	What animal cackles?
What animals quack?	What animals sing?
What animal calls "bah, bah, bah"?	What animals chatter?
	What animals cry?

The children will find pleasing seat work in language and writing by making stories of these animals, in which they talk with each other through their "calls."—*American Primary Teacher.*

The Difference.

"Where do you teach?" I asked her, after several hours of delightful conversation as we sat on the rear platform of a B. & O. observation car and spun along the tortuous track cut out centuries ago by the mountain stream. Not a word concerning schools had been said. No state badge announced that she had been at the N. E. A.

"Well, if you've found it out," said she, "I teach in Chicago."

She would have felt complimented could I have told her why I knew she was a teacher. It was her kind face, her watchful eye, her sensitiveness to the beautiful scenery, that led me to believe that my companion was a woman grown grey in the schoolroom, and that she was taking in that she might give out again. I could not help contrasting her with the perspiring, shining specimen we saw at the capitol, wandering about the corridor, guide book open, who paused for a moment beneath the great dome and after alternately looking upward and into her book, plucked a guard by the sleeve and asked, "Is this the dome?"

And the question came to me, Why will some teachers cast discredit upon their profession by being chumps?

This one will never grow to the stature of the other. It is not a question of education, but of common sense.—*Western Teacher.*

MISTAKES.—Say informed, not posted; try to go, not try and go; you ought, not you had ought; the fore-going, not the above; I think or suspect (not expect) a thing has occurred; seldom if ever, not seldom or never; feel bad, not feel badly; I must go, not I have got to go, fewer (not less) pupils or members; just as lief, not just as soon; really good, not real good; a person, not a party; wholesome food, healthful climate, not healthy food or climate; make an experiment, not try an experiment; arrange, prepare or mend, not fix.—*Western Teacher.*