

The plan adopted by some of the training schools of domestic science in the old country might be tried, namely, to make the giving of such lessons in country schools the closing part of the graduates' course of training. There a properly qualified instructress and a graduate out from the training centre, give a course of so many lessons in a certain district, and then the graduate returns to the centre, and another takes her place, and so on till the required number of lessons is given in that district, when the same thing is repeated in another. This plan has the double advantage of securing the instruction to the children, and of increasing the efficiency of the graduates, by giving them some practical experience in the work before they have charge of a centre.

Then it is also an inexpensive plan, as no salaries need to be paid, the instructress having her salary from the training school, and to the graduates it being merely a part of their training, for which no remuneration cannot be expected. In the matter of equipment, too, there need be no very great outlay, and nothing need be required but what can be obtained in any school district. The aim should be rather to teach the great scientific principles of all cookery, than to show how to prepare a number of elaborate dishes. In promoting this aim, the stated teachers of the school could no doubt give valuable assistance.

In the by no means distant future it is to be hoped that numbers of the normal school students will take the special course of training for domestic science when they finish their other studies, and so special teachers for the subject be no longer required.

But in order to induce students to do this, it would be necessary greatly to augment the rate of salaries supposed at present to be sufficient.

These are the things I prize
And hold of dearest worth:
Light of the sapphire skies,
Peace of the silent hills,
Shelter of forests, comfort of the grass,
Music of birds, murmur of little rills,
Shadow of clouds that swiftly pass,
And, after showers,
The smell of flowers,
And of the good brown earth—
And best of all, along the way, friendship and mirth.
—Henry Van Dyke.

"Every lesson should be a composition lesson; no lesson a grammar lesson," is the principle laid down in the New Zealand curriculum. Formal grammar has been practically abolished in the primary schools.—*Australian Journal of Education*.

Will the subscriber who sent a question in trigonometry for solution some weeks ago kindly send his address?

The Review's Question Box.

P. A. F.—Is Africa an island or not? That is, does the canal make it an island? If it is an island, then is there such an isthmus as "Suez," which is mentioned and marked in the geography?

Africa is a peninsula. The artificial stream of water known as the Suez canal does not make "Suez" any less an isthmus.

M. L. W.—Will you kindly mention in the REVIEW books containing material for use on Empire Day? What are the best books on Canadian writers and their works?

"Canada During the Victorian Era," (Bourinot), "Handbook of Canada," "How Canada is Governed" (Bourinot), "The Great Dominion" (Parkin), "Brief Biographies" (Miller), "Stories of the Mapleland" (Katherine A Young), "Builders of the Dominion" (Emily P. Weaver), "History of the Union Jack" (Barlow Cumberland). Several of the above are published by Copp, Clark & Co., Toronto. "A Survey of the British Empire," published by Blackie & Son, London. "The Web of Empire" (Sir Donald MacKenzie Wallace), Macmillan & Co., London. "Colonies and Colonial Federations" (E. J. Payne), Macmillan & Co., London. "Canadian History Readings," EDUCATIONAL REVIEW, St. John. "Patriotic Recitations and Arbor Day Exercises" (Hon. G. W. Ross, Toronto).

Bourinot's "Intellectual development of the Canadian People" and Rand's "Treasury of Canadian Verse" are the best books on Canadian writers and their works that we know of.

Back numbers of the REVIEW for May contain much suitable matter for Empire Day, and so will next month's number, to be issued about the fifth of May.

F. B. H.—Please solve the following: A bill before parliament was lost on a division, there being 600 votes recorded. Afterwards there being the same number of voters, it was carried by twice as many votes as it was before lost; and the new majority was to the former as 5 is to 4. How many members altered their minds?

Let x = number of yeas at first vote.

$600 - x$ = number of nays at first vote.

$600 - x - x$ = number of votes by which bill was lost.

y = number of persons changing their minds.

$x + y$ = number of yeas at second vote.

$600 - x - y$ = number of nays at second vote.

$x + y - (600 - x - y)$ = number of votes by which bill was carried.

That is, $2x + 2y - 600$.