

the interior, resigning from the government. His constituents and nearly all the western members of parliament take the view, which seems the only proper one to take in the case, that it is the function of the new provincial legislatures to deal with education in their own provinces. This view seems likely to prevail, and it is in unison with the spirit of the Confederation Act.

A VERY complete monograph of the Origin of the Settlements in New Brunswick has just been issued as a separate volume from the published proceedings of the Royal Society of Canada by that tireless worker in the history and natural history of his native province—Professor W. F. Ganong. It is illustrated by maps and many data and arguments, exhibiting the geographical distribution, diversity of nationality and other features that characterize settlements in New Brunswick. It is an important contribution to the history of the province.

A well known educational man in Ontario writes: "I read the REVIEW from month to month with increasing interest. It must be exceedingly helpful to teachers. I often wonder how you succeed in securing each month so many practical articles on so many different topics. You have struck the happy mean between the school journal which is nothing but devices and the journal which is almost entirely theoretical."

OUR NATIVE TREES.—No. I.

The REVIEW has been asked to give a few simple talks or lessons on our native trees, their uses, and how to know them. These lessons will be merely suggestive, the intention being not so much to give information but to stimulate the children's interest about trees; to ask questions and get the experiences of those who are familiar with them; and above all to go to the trees themselves, study their forms, trunks, branches, bark, leaves, fruit, texture of wood and many other things about them that cannot be learned from books.

What is the material in trees called? Name ten articles in the schoolroom that are made of wood; ten in the houses where you live; ten in the barns and outhouses; ten along the roads and railroads where you travel; ten if the travel is along rivers or upon the sea.

Are any other parts of the tree useful beside the wood? When children begin to think and ask ques-

tions at home they will find that there are many more uses than they supposed for the bark, fruit, leaves, withy stems or branches, gum, balsam, sap. The bark of several of our native trees is useful, as the hemlock, basswood; several produce nuts; the leaves are indirectly useful in making leaf-mould to replenish the soil; the withy stems and branches of willows and other small trees are useful for making brooms, baskets, etc.; some produce gums and balsams, such as the spruce and fir; others give out quantities of sap, as the red and white maples.

Great variety can be given to these lessons by having children see and describe wherever possible the process of making materials from wood and bark, such as furniture, paper from pulp, etc. Compositions may be written on "Beech-nutting days," "a Visit to a maple-sugar camp," "an Excursion to a lumber camp," and other similar topics, that would make useful exercises for Arbor day. The wood-lot near the home or the grove adjoining the school house will furnish abundant material for talks and lessons and lead to a closer knowledge of trees.

Are trees of any other use to us? Their value for ornament and shade may be dwelt upon. The early settlers of this country looked upon trees as their enemies and cut them down without thinking of their benefits for shade or ornament. They had to make a living from the soil and they considered trees as a hindrance to them. So they were. But there are many of these old homesteads where trees were planted about the houses or some fine trees were left standing, and their shade and beauty are grateful not only to those who live there but to those who travel past them. Compare homes with shade trees about them and the bare houses without any and think which you would choose. It is now considered that grass and other plants in fields and meadows grow all the better from having a few shade trees scattered over the landscape. How much better, then, are human beings, the lower animals, and even the lowly herbs and grass for the companionship of trees!

A great many millions of trees in this country have been destroyed through carelessness in setting fires by settlers and lumbermen. Many of these were fine forest trees, that took many long years to reach their full growth. Many of the trees now growing in America were good sized trees before Columbus set foot upon these shores. Those that are most valuable for timber take a long time to come to maturity, and governments are now taking measures to prevent the wanton or careless destruction of forests.