

three Garbs in Fess Or; on a Chief of the last a Lion passant guardant Gules. This means that the shield is green, that the garbs or sheaves of wheat and the chief are gold, and that the lion is red.

Ontario, granted May 26, 1868: Vert, a sprig of three leaves of Maple slipped Or; on a Chief Argent the Cross of St. George. That is, the shield is green, the leaves gold, and the chief silver.

British Columbia, granted March 31, 1906: Argent, three Bars wavy Azure, issuant from the base a demi-Sun in splendour proper; on a Chief the Union Device charged in the centre point with an Antique Crown Or. The shield, this tells us, is silver, with three wavy bars of blue (though the fact that they are wavy is not very clearly shown in the illustration), and the sun in splendor of course is gold, as well as the crown in the centre of the union device.

Prince Edward Island, granted May 30, 1905: Argent, on an Island Vert to the sinister an Oak Tree fructed, to the dexter thereof three Oak Saplings sprouting, all proper; on a Chief Gules a Lion passant guardant Or. The silver shield and the green island are clearly seen, but the drawing is so small that it does not show the oak tree to be fructed or fruited, nor is it easy to make out that there are three saplings. The lion is the same as in the arms of Quebec, except that it is on a chief or heading instead of being on a fess.

Manitoba, granted May 10, 1905: Vert, on a Rock a Buffalo statant proper; on a Chief Argent the Cross of St. George. This tells us that the shield is green, that the buffalo is standing, and that the buffalo and presumably the rock are in their natural colours. The chief or upper portion is the same as in the arms of Alberta and Ontario. It is somewhat remarkable that in the official description the animal is called a buffalo instead of being called a bison.

Nova Scotia, granted May 26, 1868: Or, on a Fess wavy Azure between three Thistles proper a Salmon naiant Argent. That is, the shield is gold, the fess blue, the thistles in their proper colours, and the salmon silver.

New Brunswick, same date: Or, on Waves a Lymphad or Ancient Galley with oars in action proper; on a Chief Gules a Lion passant guardant Or. Here again or means gold and gules means red; and as the waves are described as proper we may assume that this means blue.

Fuller descriptions and explanations of these coats of arms were given in the Empire Day number of the REVIEW in 1908. Larger and better

drawings of them than are found on the two-dollar note can be seen on the margins of the Dominion War Loan certificates.

START A CHILDREN'S MUSEUM.

BY MARY BRONSON HARTT.

A fresh enthusiasm for the fresh start — something mint-new for the opening year! Why not a children's museum? Not, if you please, an ingenious device to break the backs of already overburdened teachers, but a scheme to absorb the restless energies of the children themselves — a museum to be made for the children by the children, the teacher furnishing only the initial inspiration and a perennial fund of sympathy.

A natural history museum? All kinds of a museum! Everything to express a child's avid interest in this old world which is so full of a "number of things."

The idea of a special museum for children originated in Brooklyn, N. Y., and has spread like wildfire across the continent. So far as I know, the liveliest children's museum is at present the one in Boston on the shore of lovely Jamaica Pond. Started in a small way by a group of enthusiastic teachers, this one has grown and grown, the tiny collections have been swollen by gifts from friends of the movement and from the big Natural History Museum in Boston, and from Harvard, till now it fills an entire building and its value has come to be so well understood that the school children of Boston are regularly sent to the little museum for bird-talks and for lessons — illustrated by specimens, of course — in nature-study, geography, history and economic geography *during school hour!*

Of course the fascinating collections in this Boston institution have not been to any large extent the work of children. All the same what has been done there can be reproduced in embryo in the littlest district school in the most out-of-the-way corner of the Dominion. In fact the country school has incomparable opportunities if it will only take the trouble to foster the native collecting instincts of the children.

Probably every live Canadian teacher is already encouraging her pupils to bring in material for nature-work. But in how many schools is there any attempt to found a growing collection which shall wax richer year by year till some day, perhaps, the school can point to an herbarium holding carefully mounted specimens of every wild-flower and fern to be found in the district, or to cases