

For the REVIEW.]

**Our Birds.**

In the June REVIEW of 1889 there is a classified list of the orders of birds found in these provinces, with a note of the number of species in each. The list enumerated all the birds which at the time were reported to be found within the said limits, including the very rare as well as the more common. The orders were given according to the scheme of the American Ornithological Union, but with suggestive English names. We give the following as a useful summary for the use of those who wish to explore the bird fauna of their respective school sections:

ORDER.	NUMBER OF SPECIES.
1 Diving Swimmers,.....	14
2 Long-winged Swimmers,.....	20
3 Tubed-nosed Swimmers,.....	7
4 Full Web-toed Swimmers,.....	7
5 Lamel-billed Swimmers,.....	35
6 Knife-billed Waders,.....	9
7 Long-toed Waders,.....	6
8 Slender-billed Waders,.....	36
9 Terrestrial Scratchers,.....	2
10 Arboreal Scratchers,.....	2
11 Birds of Prey,.....	27
12 Kingfisher and Cuckoos,.....	3
13 Yoke-toed Climbers,.....	8
14 Strong-wings,.....	4
15 The Perchers,.....	102
Total,.....	282

Perhaps 200 might be the proper number to speak of as the birds more or less common to the provinces, while 100 would be a very creditable number to be catalogued as visiting one school section on an average. But some portions of the country are much more attractive to a number of species than others. The boy who masters a fair knowledge of one hundred of our native birds may be put down as an ornithologist of no mean acquirements. The perchers are the most numerous, and the spring is a good time to commence their observation. They are found everywhere, but from their small size and shyness it is not very easy for beginners to identify them without a great deal of patience. Perhaps we may give a classification of the perchers into families in our next, if our readers are not already tired of such outlines for reference. We have had lessons upon a number of the order in previous numbers of the REVIEW.

**THE SONG SPARROW.**

The Song Sparrow is the first sweet singer of spring. It is always here early in April, sometimes before the end of March. This year it will very likely not be seen in many places until April, as March may have been too wintry for it. It is a typical sparrow, one of the

largest family of the perchers—the largest family of birds in any order. Its length is from six inches to six and three-quarters. It is one of the grey, brownish birds, is much streaked above on the breast and sides; below whitish. An indistinct greyish line divides the crown in the middle. A greyish light curved stripe runs along the side of the head, just through or over the position of the eye, and another one concave to the eye separates the cheek from the throat. It may stay with us until the end of October. Its song resembles the beginning of a canary's song—is very short, but exceedingly sweet and frequently repeated. Its nest is built in the ground under a tuft of grass, lined with horse hair and other material. The eggs are four or five, of a bluish white, thickly sprinkled with reddish-brown spots.

For the REVIEW.]

**School-room Chats.**

Verbs have not only voices as pointed out last month, but they also have moods. So, too, unfortunately, have teachers. In English-speaking countries verbs have only three or at most four moods in a life-time, but there are teachers who can beat that record in half a day.

Verbs do their indicating by one mood called the indicative, and the information imparted is neither more nor less than is intended. But some teachers do their class-room indicating in a number of different moods, all of which indicate, in addition to what the words express, one and the same thing—character. A mood in teachers is a state of feeling. Encouraged, it becomes a habit of mind. Persisted in long enough, it becomes a part of character. Thoughts, states of mind, are possible but undeveloped deeds. "Action is but coarsened thought." Thinking and doing are essentially one.

"A deed knocks first at thought,  
And then it knocks at will;  
It then goes out in act,  
Or is entombed so still  
That only to the ear of God  
Its doom is audible."

Have you ever allowed yourself to become the creature of a mood which ought to have had that inaudible doom?

Mood in verbs is the mode or manner, etc. So also in teachers it is the mode or manner in which the teacher thinks, speaks and acts in the class-room. Which of the verb-moods is best for the teacher's use? Certainly not the subjunctive. There must be very little of the *conditional* or *doubtful* about class-room methods. Know in every case exactly what you are going to do;