

A Canadian National Hymn.

Land of my love and praise,
Land of my happy days,
Land of my birth,
Where'er my steps may roam,
Toward thee with joy I come,
Thou art my chosen home
Mid the wide earth.

Land of the rapid stream,
Of the broad river's gleam,
Land of fresh seas,
Of forests vast and old,
Of winters bright and cold,
Fling thy red banner's fold
Free to the breeze.

Land where the red rose tree,
Thistle and fleur-de-lis,
With shamrock gay,
Twine leaf, and spine and crown
From rugged Blomidon,
To where the rivers run,
The sunset way.

Land of the Sabbath calm,
Church-bell, and prayer and psalm,
Blest of the Lord,
Still in thy homes secure,
Thronged marts and temples pure,
Be the great God of power,
Owned and adored.

Goal of that loyal band,
Who bravely sought a land
Ruled by their king,
Spurned for it homes of cost,
Rich heritages lost,
We in our father's boast,
Loud let us sing.

"God save our gracious Queen,
Long live our noble Queen,
God save the Queen;
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the Queen."

—Margaret G. Currie.

"To build high, make the foundation sure." Mothers and teachers are largely responsible for the formation of character of the children under their care; but how often is the responsibility shirked entirely and the little ones discouraged by continual fault-finding, embittered by harsh words and hardened by unjust punishment, too often inflicted in anger. The world, to-day, is full of wasted, aimless lives, whose childhood promised so much. —Miss Fannie E. Miller, North Dakota.

Hold to the Subject.

It is one of the easiest things in teaching to have plenty of talk during the recitation period, and yet not have a recitation. It is an easy matter for the teacher to fill time and to make a show of animation and work by asking three or four questions where one would not only do, but be better; by the senseless and monotonous repetition by the teacher of whole recitations exactly as made by the pupils; by stories told by the pupils that are faintly suggested by the lesson, or by another pupil's story. All this makes noise, keeps up an appearance of work when the real recitation may be wholly absent. The average teacher should have burned into his being, *hold to your subject*. If the teacher wishes to draw the pupils into conversation (purposeless or otherwise), he should set apart a certain time for doing it. When he has a lesson on interest, the Rocky Mountains, the relative pronoun, or a simple little lesson in reading or numbers, he should teach the child that the particular thing for recitation to-day should be held to until mastered, or the recitation period is ended. Teach the pupils, big and little, to stick to a thing until it is finished.

The class was reading "The Harvest Mouse" in the Second Reader. During nearly all of the recitation the book was not looked into at all, when a true reading lesson consists in getting the thought the language conveys, and it is necessary to consult the language to determine what this is. The following is a part of the recitation:

Teacher—What do you mean by grain?

Pupil—Wheat, rye, oats, and corn.

Teacher—What color are they when ripe?

Pupil—They are yellow when ripe.

(Hands were raised, and the words "Miss J." distinctly heard from several children.)

Teacher—What is it, Alice?

Pupil—Oh, Miss J., I saw a very large field of wheat, almost as large as this room, and it looked white.

Teacher—I think you are mistaken, for it is always yellow when ripe.

Pupil—Miss J., is the wheat stalk yellow to the bottom?

Teacher—Yes, it is. Now, who can tell how the harvest mouse is different from the common mouse?

Pupil—It isn't as large, and is brown instead of grey.

1st Pupil—Miss J., I am going to the country this summer, and I can see some then.

2nd Pupil—Miss J., I was out to my cousin's in the country last summer, and we found a nest with four little mice.