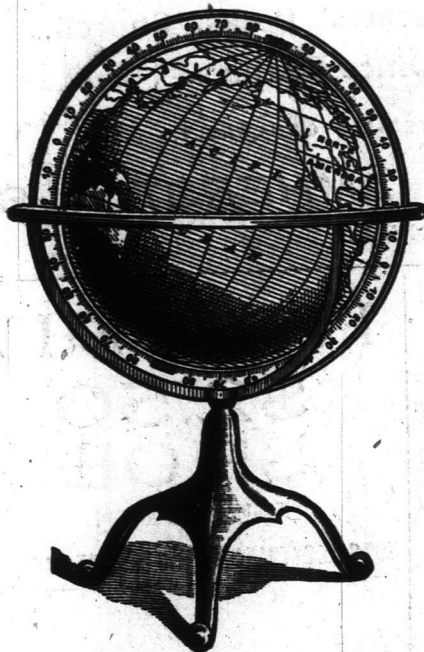


THE EDUCATIONAL REVIEW

VOL. XIX. No. 12.

ST. JOHN, N. B., MAY, 1906.

WHOLE NUMBER, 228.



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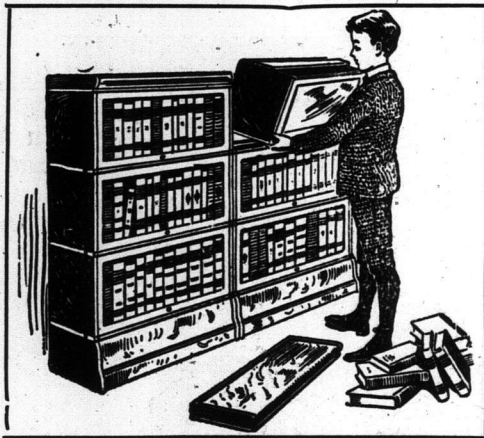
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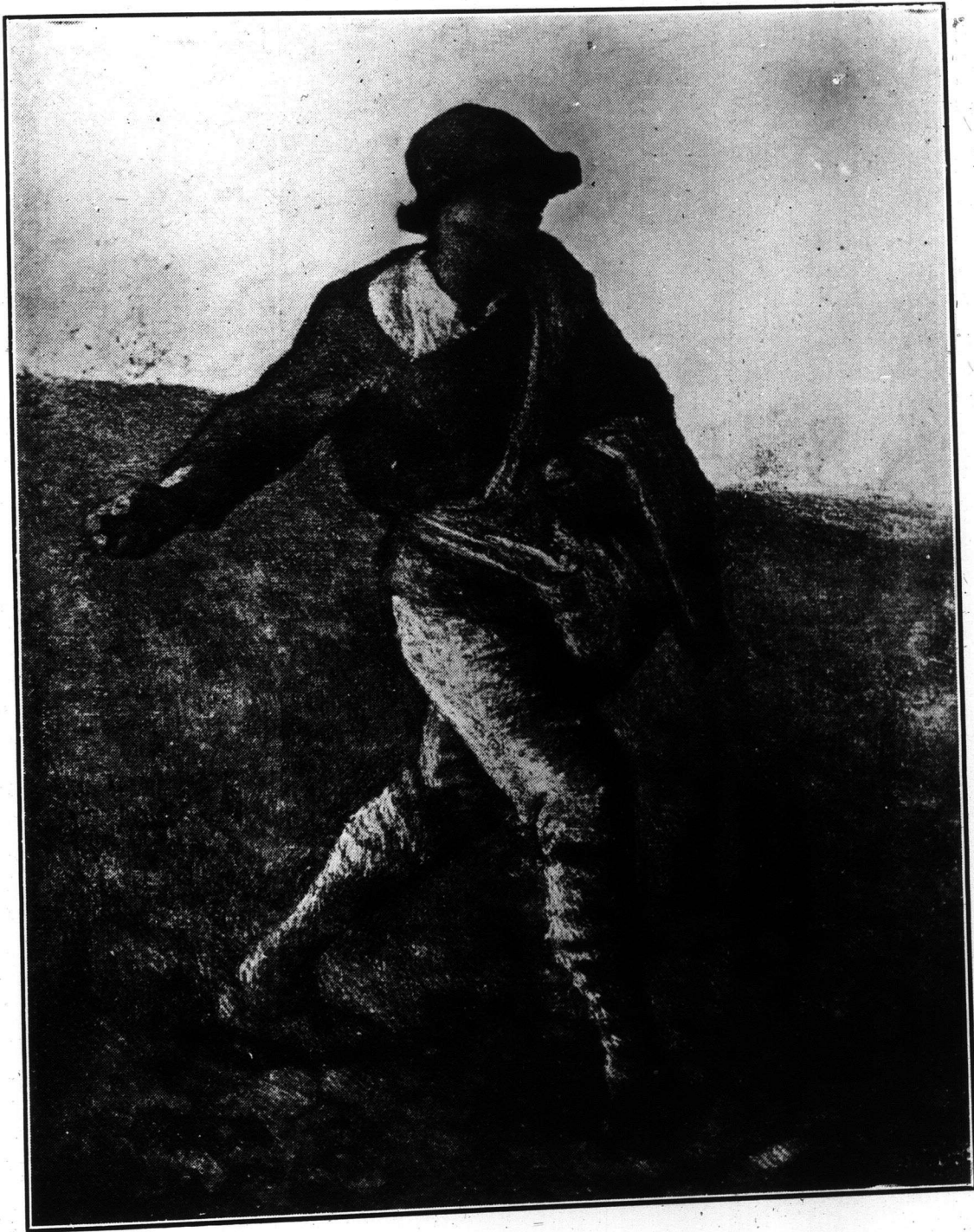
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THE EDUCATIONAL REVIEW,
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**The Golden fields are waving,
The Sun sets golden red.
A Sleeping Empire's waking,
An Empire's day is breaking,
A Maiden Empire's making
A Mother Empire's bread.**

—Cy Warman

THIS number ends the nineteenth volume of the REVIEW, and its many readers were never more hearty in their support and encouragement than at present:

AN index for the nineteenth volume will be published with the June number.

On the authority of Superintendent MacKay, the REVIEW is asked to announce that the April number of the *Journal of Education*, Nova Scotia, is not

likely to be published for some days yet to afford opportunity for it to contain the new educational legislation of the late session.

DECORATE your schoolrooms for Empire Day! The REVIEW will send ten pictures, six of which are portraits of the famous Canadian authors, Carman, Roberts, Rand, DeMille, Howe, Haliburton, and four miscellaneous subjects, to the subscribers who pay their subscriptions one year in advance, all arrearages being paid to date. Compare the number on your address with this number of the REVIEW. Send at once. There is only a limited number of pictures. First come, first served.

WE have before referred to the valuable work done by the League of the Empire and its Monthly *Record*, which is published in London. The objects of the League are to further friendly and educational intercourse between the schools of the Empire. Each month the *Record* has some excellent suggestions to teachers and pupils in regard to correspondence between schools, offers of prizes for essays, and art designs open to competition for schools throughout the Empire. We strongly recommend it to teachers. The price is only two-pence a year, post free. Address the Editor, Monthly Record, League of the Empire, Caxton Hall, Victoria Street, Westminster, London, S. W. Teachers or scholars might find it of advantage to organize clubs and send their subscriptions collectively.

Dr. Ian C. Hannah, of Windsor, N. S., referring to the League and its *Record*, says: "It seems to me to be specially useful to give the rising generation of Canada a wider interest in imperial matters not in any jingo spirit, but with the object of broadening their minds by letting them realize the vast responsibility laid upon our race to govern so many Asiatics according to the best traditions of the East, to provide millions of Negroes with a paternal and sympathetic administration, and at the same time to work out all the complicated problems connected with the settlement of new lands by our own people. I am very sure it is a most worthy object."

The Schools of Nova Scotia.

The annual report of Superintendent MacKay, of the Nova Scotia schools, has been published, and its details are of great interest. Its review of conditions and progress in every department of educational work, in a closely printed volume of nearly 250 pages, is a very masterly one, and evidently no pains has been spared to obtain complete and accurate information.

In every department the report shows an improvement over the preceding year. The sections without schools decreased from 240 to 165. The number of schools in operation increased from 2,331 to 2,429, a gain of 98; the common school pupils increased from 89,871 to 92,966, a gain of 3,095; and the increase of high school pupils was 296, with an increase over the previous year of 372 pupils who successfully passed the examinations. There was a great improvement in attendance, although the winter of 1905 was the stormiest for a generation past. The ratepayers paid \$15,000 more for salaries and current expenses of schools. School libraries increased from 169 to 208, and school gardens from 79 to 208. Teachers' licenses to the number of 756 were issued, but out of 2,566 teachers employed, only 1,068 were normal trained, a serious defect when one considers the excellent educational status of Nova Scotia's Normal School. Four hundred and forty-one new teachers entered the ranks last year, and only 148, or one-third of that number, were in training at the Normal School! It is encouraging to note, from the superintendent's report, that "this discrimination against trained teachers is likely, in the near future, to be lessened," and that there is a growing appreciation among school boards for normal trained teachers.

Little increase is noted in the consolidation of schools, but many of the inspectors are taking measures to have weak sections unite for that purpose. No arrangement has yet been made to continue the consolidated school at Middleton after the present year, when the support of Sir Wm. Macdonald is to be withdrawn. It is not likely, however, that the people of the eight districts represented in the school will consent to return to early conditions.

The reports of the inspectors and Supervisor McKay, of Dr. Soloan, principal of the normal school, of Mr. Percy J. Shaw, director of school gardens and the Macdonald nature-study department, and

the pupils' exercises at the Middleton school, all form instructive reading, and furnish many evidences of educational accomplishment.

The Schools of P. E. Island.

The report of Dr. Anderson, chief superintendent of schools for Prince Edward Island, while it contains some encouraging notes, refers plainly to educational conditions that should not exist in a progressive province. "An average attendance of 60.33 of the number of pupils enrolled is much below what it ought to be," says Dr. Anderson. The number of schools in the province, 475, was five less than in the preceding year.

"The time was in this province, and that not long ago, when the number of men engaged in teaching greatly exceeded that of women; now, however, there are 324 of the latter and 246 of the former." This proportion, as Dr. Anderson knows, is perhaps larger than in any other province of the Dominion or in the United States.

The enrolment of pupils for 1905 was 19,272, a slight increase over the previous year, but the enrolment was larger a quarter of a century ago than it now is, the diminution of population being only in part accountable for this.

The local assessment for the support of schools was only \$45,695 out of a total expenditure of \$168,592, the balance, \$122,897, being paid by government. This is too large a sum to be paid by the province in comparison with the very small total contributed by the ratepayers. We are prepared, therefore, to hear that the salaries of teachers are inadequate, notwithstanding the fact that there was an encouraging increase in the supplements paid them during the year. "In this province in 1905, 14 men received \$180 and 20 women \$130 as their annual stipend as teachers. The highest salaries paid to men and women in the public schools are \$870 and \$360 respectively." In the case of the poorest paid teachers, fifty cents and less a day! The inevitable result follows: "The schools are entrusted to inexperienced youths, who in turn will leave when they are beginning to be capable teachers."

And yet in spite of these unfavorable conditions, Dr. Anderson finds in his numerous visitations that the work done in very many schools is excellent and highly creditable to the teachers.

A Few Early Flowers.

Do you like to gather flowers?

"Oh, yes, indeed!" you say.

Where do you look for them?

"In the woods—all around on the ground," you answer.

Did you know there were flowers over your head as well as at your feet?

As spring comes on, look up as well as down. See how many kinds of flowers you can find upon trees. Did you know that trees had flowers?

"Oh, yes," you say, "peach trees, apple trees, pear trees, and all fruit trees have beautiful flowers upon them."

That is very true; but much more is true. Look at the beautiful flowers on the poplar, willow, hazel, and other trees.

Have you not seen those long, woolly flowers that look like caterpillars? They come from a kind of poplar tree.

Begin to watch the maple trees very early. If you do not, their flowers will come and go and you will not see them.

One kind of maple has little clusters of tiny red flowers. Another has beautiful green flowers upon it.

The beech and the hazel produce nuts, and the oak trees acorns. Each has flowers of its own. Perhaps they are not beautiful. You may not even have seen them.

Perhaps you have not thought of their being there. But each spring these tiny flowers come and do their work (what is their work?) and go away. In the fall you will enjoy the nuts they have helped to make.

Will you not begin to watch the trees very soon? Look at the different kinds of buds. See what comes out of each. See if you can find any tree that does not have some kind of a blossom.—*School and Home.—Adapted.*

May is the month to keep the children on the watch for early spring flowers. Sheltered places, especially those at the foot of a hillside or on the edge of a grove facing the sun, may be examined for some of those flowers referred to in last month's REVIEW—the mayflower, red maple, hepatica, adder's-tongue, spring beauty, violets. Some may be searched for on the ground and on the trees, such as the blood-root, coltsfoot, dandelion, strawberry, the red blooms on the hackmatack and hazel. Make a flower calendar, as suggested in the April REVIEW, and keep a record of the date of finding each plant in bloom, with the name of the finder. If you do not know the name of the plant, send a portion of it in an envelope to the REVIEW, or to some other friend who will gladly tell you. Be sure to keep a bouquet or two of these brave early bloomers in water in the schoolroom so that all may see them. But remember to leave plenty of them in their haunts in the woods, where they love best to stay, where they look their prettiest amid the surroundings in which nature placed them, and where other people may have a chance to see and admire them.

A beautiful white flower that appears in May is that of the blood-root or *Sanguinaria*. It may be

looked for in rich open woods. It rises gradually from the ground through the tightly twisted leaf in which the bud has been protected through the winter. The white flower displays in the centre a greenish spot, surrounded by a circlet of golden stamens. These lines are beautifully descriptive:

A pure large flower of simple mold,
And touched with soft peculiar bloom,
Its petals faint with strange perfume,
And in their midst a disk of gold!

The petals soon wither and fall. In contrast with their snowy bloom is the reddish-orange colour of the juice which oozes from the cut underground stem in drops, hence the name of the plant—*Sanguinaria canadensis*. The latter name implies that it was named and described from specimens first found in Canada. The Indian medicine men believed that the Great Spirit had given every plant some mark which would help them to know its use. Hence they supposed that the juice of the blood-root would stop the flow of blood. It is now used as a remedy in chest diseases, and as an emetic. The Indians formerly used the juice for smearing their bodies and for staining various domestic articles.

The trilliums are other plants that bloom in May from tuber-like rootstocks which have been protected underground during the winter. The painted trillium is a beautiful plant found everywhere in woods. Its large white petals, painted at their base with purple stripes, distinguish it from the ill-smelling purple flowers of the birth-root (*Trillium erectum*). The trilliums belong to the lily family. The name, from Latin *triplum*, triple, makes these plants readily recognized by children who are quick to see how well the name fits the three ample leaves, three green sepals which stay on through the summer, three coloured petals which wither away in a few weeks, twice three stamens, three styles, and the pistil with its three cavities in which the seeds are ripened. A local name for the trillium is the Trinity-flower. Seventeen species of trillium are scattered over the American continent from Georgia to the Arctic regions; of these only three are found in the Maritime provinces.

The familiar dandelion is too well known to need any description here. Children will find it a very early riser, its bright yellow flowers opening between five and six o'clock in the morning; they stay wide open all day and close again between eight and nine o'clock in the evening. This was one of the plants selected by Linnæus for his floral clock; but it did

not work well on wet days, when the dandelion flowers insisted on staying in bed. Schoolboys in Italy earn an honest penny by collecting the leaves as food for the silkworm when mulberry leaves are scarce. In this country people use the leaves for "greens," and wholesome food it is if we do not mind the slightly bitter taste. The dandelion is well worth studying in the way it protects its flowers in wet weather, and the down it provides for carrying the seeds. Children will be interested in the name "blow-ball," which is sometimes given to the dandelion; and there is a trick of guessing what o'clock it is by vigorously "blowing" the downy tufts from this "ball;" the number left tells the time of day.

Our Native Trees—X.

BY G. U. HAY,

THE ELM AND BEECH.

Although the elm and beech belong to different families, they are so marked as shade trees that they may be taken together here.

The elm (*Ulmus americana*) is one of our most beautiful and stately trees, so often selected for shade and ornament that one scarcely thinks of it as belonging to the forest. Yet it is found in abundance near water courses and in damp and moist soils throughout the Maritime provinces and eastern America. It attains its greatest luxuriance on rich intervals along our rivers. No shade tree can surpass it for beauty of foliage and form. Sometimes it may be seen as a single shaft, with branches near the top and with tufts of short leafy twigs covering the long slim trunk from near the ground upwards. This is the feathered elm. Usually it has an entirely different habit of growth, sending up to the height of twenty feet or so a massive trunk, which divides into stout branches shooting upwards and continuing to throw out smaller branches and twigs as they ascend. The latter have that drooping and spreading habit which give the tree the vase-like form so well known along our rivers. Such trees spread their shade invitingly over the greensward beneath. This is the form of elm so characteristic of the lower stretches of the St. John river.

Under the cooling shadow of a stately Elm,
Close sate I by a goodly River's side.

Sometimes the elm branches, starting out from the trunk near the ground, sweep upward in a large and beautiful curve, sending their tips outward in a far reaching circle almost touching the ground,

and giving the tree the appearance of a huge ball when viewed from a short distance. The fine elm tree near the Normal School, Toronto, and many other famous elms, have this form; but so great is the strain when the tree is loaded with wet foliage that the branches are liable to break off at or near the trunk. The elm, as it advances in age, especially in higher and cultivated grounds, is very likely to assume this form; it is in the younger elms and those growing in the rich alluvial meadows that its stately outlines and graceful curves may be seen to best advantage.

The elm needs an abundance of water and rich soil; when these are provided its growth is very rapid, and it will become a good sized tree in from fifteen to twenty years. Most elms reach the height of their beauty in fifty years or so. They decay early; but instances are not rare, especially in those of the rounded form, where they reach an age of several hundred years. The famous Washington elm, in Cambridge, Massachusetts, under which George Washington took command of the Continental army in 1775, is certainly more than two hundred years old; but this is now decaying and cannot last long.

Many instances are reported of the distance that elm roots will grow in search of water. Some years since a drain in the vicinity of Paris was stopped up, and on digging down to discover the cause it was found that it had been clogged with a growth of roots which proceeded from an elm tree nearly fifty feet distant. (When roots grow in water they develop great masses of rootlets, which was the cause of the clogging).

The flowers of the elm precede the leaves in early spring. They are of a yellowish tinge and hang in close, conspicuous bunches from the ends of twigs. They are very simple in structure, each with a small bell-shaped calyx, with four to nine stamens on long slender filaments, and an ovary having two short styles. During the few days that the flowers remain open they are crowded with bees. The oval leaves are simple, with a sharp point, and their edges are usually doubly-serrate. The seeds mature very rapidly; each is provided with a wing which grows about it in the form of a circle. If the seeds be collected and planted in moist soil early in June they will grow almost immediately, a hint for those who may wish to cultivate this fine shade tree. It is interesting to note that while the leaves of the elm are alternate, the first pair in seedlings are opposite.

The wood of the elm is hard, strong, tough, compact. The difficulty of working it prevents its general use as timber. Its fibres hold tenaciously together; and as the wood has no special beauty compared with the maple, cherry or some others, it has no special value for furniture. It was formerly used in ship building; and the tough wood is useful for ox yokes, wagon supports, hubs of wheels and similar purposes where there is a cross strain. A cubic foot weighs 45 pounds. The bark is tough and strong, and has been used for making ropes and chair bottoms. The wood makes good fuel and yields an abundance of ash.

THE BEECH.

The trim, neat appearance of the beech (*Fagus americana*) when growing in the forest has given it the reputation of being the "best dressed" tree of the woods. It has a tall graceful trunk, with thin, smooth, close-knit bark, ash-grey in colour, with darker and lighter shades, but becoming paler in winter. Its green leaves turn to a rich reddish-brown or amber colour, and in autumn remain longer on the branches than those of other deciduous trees. Frequently trees in the deep woods retain their withered leaves throughout the winter. Its green leaves are not liable to attack from any insect. The smooth shining appearance of its twigs and the polish of its shapely, conical winter buds add to its trim appearance.

The beech frequently attains a height of from 75 to 100 feet, with a trunk diameter of from two to four feet. When growing in open fields it is much less in height, but often attains a considerable circumference. Its spreading branches help to give it the dense shade for which beech forests are remarkable. While there is an abundance of flowering plants to be found on the ground in oak woods, few are to be met with under beeches. This is perhaps due to the dense shade. A curious brownish-yellow plant, from six to twelve inches in height, is sometimes found in great abundance under beech trees in late summer and autumn. This is a parasite, called beech-drops, which draws its nourishment from the roots of beech trees to which it is attached.

The beech is one of the most widely distributed trees in north-eastern America, and many of our so-called hardwood ridges are clothed principally with this tree, along with birches and maples. The flowers which appear at the same time with the leaves are of two kinds, staminate and pistillate. The

former are yellowish green, growing in tassels or heads; the latter usually in pairs on a short stalk. The fruit is the well-known triangular nut which is enclosed in a bur. The burs open and the nuts fall soon after the first frosts of autumn. There is a saying that beech-nuts are abundant only once in seven years. This would be an interesting question for some one to follow up, to find out whether there is any foundation for the saying, and if there is, to ascertain, if possible, the cause. Another saying about the beech tree that requires to be investigated is that it has never been known to be struck by lightning.

The wood of the beech is hard, tough, and close-grained. A cubic foot weighs 43 pounds. In colour it is light or red, giving rise to the belief among country people that there are two kinds, the white and red. There is but one species known in these provinces. The difference in colour in those noted above may arise from the more or less rapid growth of the wood. The texture also of the white beech is tougher and less liable to warp; that of the red is more brittle.

The wood of the beech makes the best of flooring. It is used also in chair-making and turning, for saw-handles, bench planes, and for many other purposes. Its wood makes excellent fuel.

It is difficult to transplant beeches, because they usually grow attached to one another under ground. But to cultivate a young tree from a beech-nut is an interesting experiment, if only to notice the two wide and thick first leaves (cotyledons) that appear above ground, and growing up between them the little stem bearing the true beech leaves.

The Clovers.

The clovers have no time to play;
They feed the cows, and make the hay;
And trim the lawns, and help the bees,
Until the sun sinks through the trees.

And then they lay aside their cares,
And fold their hands to say their prayers,
And drop their little tired heads
And go to sleep in clover beds.

Then when the day dawns clear and blue,
They wake and wash their hands in dew,
And as the sun climbs up the sky
They hold them up and let them dry;
And then to work the whole long day;
For clovers have no time to play.

—*Helena Leeming Jekiffe.*

Raleigh Anticipated Darwin.

To the Editor of the Educational Review.

DEAR SIR,—In perusing Sir Walter Raleigh's History of the World, published in 1614, I have just come across a passage which seems to me of the greatest interest as showing that Raleigh anticipated Darwin in realizing:

- (1) That species are not immutable.
- (2) That they are affected by environment, especially climate.

As I do not think this passage is at all well known, I venture to transcribe it for the benefit of your readers. It is from chapter vii, sec. 9, and the author is seeking to prove that the ark was large enough for the then existing beasts. "But it is manifest, and undoubtedly true, that many of the *species*, which now seeme differing, and of severall kinds, were not then *in rerum natura*. . . . And whereas by discovering of strange Lands, wherein there are found divers Beasts and Birds; differing in colour or stature from those of these Northern parts; it may be supposed by a superficiall consideration, that all those which weare red and pyed Skinnes, or Feathers, are differing from those that are lesse painted, and weare plaine russet or blacke; they are much mistaken that so thinke. And for my own opinion, I find no difference, but only in magnitude, between the Cat of Europe, and the Owncce of India; & even those Dogges which are become wilde in Hispaniola, with which the Spaniards used to devour the naked Indians, are now changed to Wolves, and begin to destroy the breed of their cattell, and doe also oftentimes tear asunder their owne children. The common Crow and Rooke of India is full of red feathers in the drown'd and low Islands of Caribana; and the Black-bird and Thrush hath his feathers mixt with blacke and carnation, in the North parts of Virginia. The Dog-fish of England is the Sharke of the South Ocean: For if colour or magnitude made a difference of *Species*, then were the Negro's, which we call the Blacke-Mores, *non animalia rationalia*, not Men, but some kind of strange Beasts: and so the Gyants of the South America should be of another kind, than the people of this part of the World. We also see it daily, that the nature of Fruits are changed by transplantation, some to better, some to worse, especially with the change of Clymate. Crabs may be made good Fruit by often grafting, and the best Melons will change in a yeare or two to common Cowcummers, by being set in a barren Soyle."

Sincerely yours, IAN C. HANNAH.

King's College, Windsor, N. S., 24th April, 1906.

Our Coasts. II—Their Lessons.

Continued.

The Agents at Work.

PROFESSOR L. W. BAILEY, LL. D

It will be interesting now to note some of the special peculiarities of the *muddy* deposits, both for the reason that they are so conspicuous and cover such large areas about the head of the Bay of Fundy, and because in connection with them are found certain features which are of the greatest service in throwing light upon the events of periods long antecedent to our own.

The extent of the mud-flats laid bare by the ebb of the tide along portions of the coast of Albert and Westmorland counties, New Brunswick, and the shores of Minas Basin, Nova Scotia, is very large, their breadth being in some instances a mile or more. The mud itself is of a bright red colour, extremely fine and tenacious, the redness being due to iron oxide contained in the rocks from which the material was derived, while the fineness is the result of the long continued trituration of the same material under the action of moving waters. This material is constantly being deposited, the tide at each flood spreading a thin layer over those previously laid down, while at ebb the whole surface is laid bare and exposed to any influences which may operate upon it. One of these might be a passing shower, every drop of which falling upon such fine and light material would leave its impress, to be subsequently buried and preserved under the new layers afterwards deposited. Or if, instead of rainy weather, there be a warm summer sun, the surface will dry, and by drying be made to shrink, thus producing numerous cracks or small fissures, also to be buried later as a new tide comes in. One may sometimes see the whole surface of a mud flat honeycombed by these shrinkage cracks. Or again, as "worms come out after a shower," even in our streets and fields, so they do from their burrows on the tidal flats, and one may readily recognize not only their holes or homes, but also long, round trails extending in all directions over the muddy beds, marking where the worms have made their daily travels in search of food. Finally, the observer perchance may find an impression which he readily recognizes as the track of a three-toed wading bird, or another equally characteristic of some domestic animal, or of man, and, like Crusoe on his desert island, he naturally infers that where such tracks exist there must recently have been either bird or quadruped or man to produce

them. Thus in addition to the evidence afforded by the rounded pebbles of a sea wall or the sand-grains of a sandy beach, as to their origin as beach deposits, so the fine muds tell an equally legible and still more interesting story, one which "he who runs may read." Evidently, armed with such means of recognition, the student can pass from the gravelly and sandy beaches, or from the muddy tidal flats of today, and finding what are practically the same things in the rocky ledges, or in the extensive marsh lands which skirt the bay, will reach the conclusion that they, too, must once have been at or below the sea-level, and were produced in the same way.

A word or two further as to the marsh lands. These are usually spoken of as the "dyked marshes," because, were it not for artificial embankments or dykes, they, too, would be frequently submerged, as indeed they sometimes are when through neglect or through extraordinary high tides, like those of the Saxby gale, the dykes are broken through and the "turbulent tides," as Longfellow expresses it, "are allowed to wander free o'er the meadows." These meadows are very extensive in both provinces, and are also of extraordinary fertility, producing crop after crop of fine grass without the aid of artificial manures.

I have space to refer to only one other interesting point connected with the dyked marshes. It is this: At certain points these marshes have been found to contain the buried but still erect trunks of upland trees. They occur several feet below the surface of the marsh, and of course as much below the level now reached by the flood tides. They could not possibly have grown where they were subject to submergence under salt water; and hence the conclusion is forced upon us that the land bordering the bay is now lower than it formerly was. Indeed there is good reason for believing that not the Bay of Fundy trough only, but the whole Atlantic seaboard of America, is undergoing subsidence. In Northumberland Straits the sinking is even more marked than in the bay. The sea is said to be attacking the ruins of old Fort Moncton, and from a cemetery near by is washing out the bones of certain unfortunates who, as recorded on one of the tombstones, were those scalped by the Indians.* Finally both in New Brunswick and Nova Scotia are to be found at many places remains of old Indian encampments, originally, of course, located above the reach of the sea, but which are now being con-

*See Bulletin Nat. Hist. Soc. of N. B., Vol. V, Part I, p. II.

stantly washed and removed by the waves. In New Brunswick such old encampments, marked by the occurrence of shells, arrow heads, beads, bones, etc., are to be seen at Oak Bay, on the St. Croix river, at the mouth of the Bocabec river, and on Frye's Island; while in Nova Scotia I have observed them about Mahone Bay and at the head of Port La Tour.

Such movements as are indicated in the above facts are general in the earth's crust, but are not always *downward*. When in this direction they lead to the submergence of the coast, the "drowning" of rivers (as will be discussed in a later chapter), the origination of islands, the deepening of harbours, etc. When in the opposite direction, they extend the coast seaward, re-unite the islands with the mainland, lengthen the course of rivers, and for a time determine conditions of general uniformity. If affecting larger areas, they may in places lift the land to mountain heights. In the next chapter we shall have to consider some of the effects of their elevatory movements.

Letter From Northern Alberta.

W. W. B. Webb, writing from Astleyville, Alberta, April 12th, says: "We have had a remarkably mild winter, with but little snow, not more than three inches, perhaps. Have had none since February 1st. Wagons have been in constant use. The farmers have been at work since April 2nd, the land being very dry. Have had almost continuous sunshine all winter; the days are warm and pleasant now, but colder at night-fall. The Anemone is blooming, and the poplar trees are looking green with the hanging catkins.

"The last few numbers of the REVIEW have been especially good. The pictures are valuable and very helpful in many ways. The articles on the Coast by Dr. Bailey are particularly helpful; these ought to be especially so in Acadia—to use the old name—and such pictures are of great interest in prairie sections, as they help to impress the description that may be given of the sea-shore. Your article on trees ought to be very useful to teachers, but we have few of the trees in Alberta that you have described."

The Japanese do not allow their children to go to school until they are six years old. They claim to have scientifically proved that if a child goes to school at an earlier age it is both mentally and physically detrimental.

Lamb's Adventures of Ulysses.

Continued.

NOTES BY G. K. BUTLER, M. A.

P. 135, l. 5: Here the rocks are said to be smooth. What is the general character of rocks on the sea shore, and why are they thus? l. 8: Among the Greeks it was very common to deify a river. l. 9: Meaning of the phrase "stayed his current?" l. 22: "Voice spent" means what? l. 25: The rack was one of the instruments of torture of the Middle Ages used to extract testimony from stubborn witnesses or accused persons. Its use is mentioned in some of Scott's novels. l. 36: The name of the river, Calliroë, means a "beautiful stream."

P. 136, l. 5: The word "insecure" is worth being studied in its derivation, "in," "se," "cura," "not apart from care. l. 14: Parse the word "leave." l. 21: What figure of speech in the expression "the air breathed steel," and what does it mean?

P. 137, l. 5: Meaning of the prep. "against" as found here? l. 9: "Your reputation stands much," etc. What does this phrase mean? l. 10: "Timely" means? l. 12: "Vestments," often called "vesture," and Macaulay in the "Lays" has shortened it down to "vest." l. 23: Find the derivation of "primitive." l. 35: Even then it seems the unmarried were expected to be more careful in their dress. Of course, like other old-fashioned things, the saying has died out, hasn't it? l. 39: The Romans, too, when dressed for state occasions, put on their white togas. How strange to them would have appeared our black coats and silk hats worn on similar occasions now?

P. 138, l. 13: What kind of oil would it be? l. 17: Homer in the original speaks of how well the mules trotted on their way out. l. 22: Here we have, perhaps, the earliest kind of washing machine. Of what kind of material would the clothes likely be made?

P. 139, l. 27: Delos is one of the islands of the Aegean Sea. If anyone has Kingsley's "Heroes" and will look up "Theseus," he will find how the Aegean got its name. l. 30: Meaning of "past" in this line?

P. 143, l. 3: It may be remembered that the seer Teiresias was also blind, and that Homer himself was. l. 11: Meaning of the word "jar" here? What part of speech is it? The oracle here is probably the famous one at Delphi. l. 12: Meaning of "period" here? It is used in its more unusual sense of "end" or "finish?" l. 16: Expressed to the life" means what? l. 39: Look up "prowess."

P. 146, l. 33: It will be remembered by those who have read Othello how the "fair Desdemona" was won by similar tales.

P. 147, l. 15: "Massy plate," instead of "massy;" we more commonly used "massive." What is the meaning of "plate?" l. 28: Meaning of "yielded" in this line?

P. 148, l. 17: The length of his absence is said to have been twenty years in all.

P. 149. In the first book of the Aeneid a goddess appears to Aeneas in much the same way.

P. 150, l. 18: "Were" is in what mood? l. 19: Meaning of "wanting?" l. 22: If not too difficult for Grade VIII, "being dead" is a good bit of parsing to exercise their ingenuity on. l. 30: Telemachus in its French form. Telemaque is the title of a well known tale dealing with this same story. Be careful of the pronunciation of Penelope. In those classical names each vowel is sounded; *e* is not usually silent at the end of a word as in English.

P. 151, l. 12: Meaning of "concert." How does the noun come to have the meaning it does? l. 28: "Ill" is not so often used as "evil" in this sense.

P. 152, l. 7: Meaning of phrase "in his time." l. 15: Case of the noun "beggar." What would be its case in the sentence "his conduct became a beggar?" l. 28: "Antipathy" from "anti" against "pathos" a feeling; just the opposite of "sympathy."

P. 154, l. 4: "Will not stick to invent any lie." Explain meaning of this phrase. l. 10: "On't" for the more modern "of it." As I mentioned before, Lamb was a student of Elizabethan literature. l. 39: Meaning of "forged?" How is this meaning connected with the other one?

P. 162, l. 34: "A travelling Egyptian" with us would be called by what name?

P. 163, l. 15: Those who have Kingsley's "Heroes" will remember how Jason carried a beggar across the Anaurus, and how it proved to be Hera, Queen of the Immortals.

P. 164, l. 7: The famous Olympic games were celebrated at Olympia, in Western Greece, every fourth year. To win a prize at one of the events there was the highest honour a Grecian athlete could attain. Of such importance were they that the Greek calendar was based on them, as we date from the birth of Christ.

P. 165, l. 1: Meaning of "stomach" here? l. 37: Is four acres of good "glebe land" a fair day's work for one man and team?

P. 166, l. 27: Look up "spleen."

P. 167, l. 11: Parse "one." What sort of a verb is "became" here? l. 27: What part of speech is "right?" Macaulay says,

"Right well did such a couch befit
A Consular of Rome."

P. 156, l. 18: "Brave" means what? l. 21: Find derivation of "inclement." l. 25: "Case;" Macaulay in Horatius says, "Never I ween did swimmer, in such an evil case." The whole story as told on this page well illustrates the character of Ulysses, the crafty.

P. 157, l. 22: I think reference has previously been made to the fact that the Greeks drank their wine always mixed with water. l. 29: Here we have the words "vests" in the sense already referred of "vesture" or "clothing." Jove's cup-bearer was Ganymede.

P. 159, l. 19: Parse the noun "house," especially its case; l. 37: Be careful of the meaning of the word "admire" in this line.

P. 160, l. 18: "Bears" would more usually be "keeps." "Still" could be here interpreted in its old sense of "always."

P. 161, l. 5: Who was "the king of the skies?" l. 10: "Chiefest." If you look up the grammar I think you will find "chief" given as one of the adjectives which can't be compared. But we find many writers using comparative and superlative degree of such adjectives as: "supreme," "chief," etc.

P. 170, l. 15: The three Fates were conceived as spinning the thread of man's life, or, more correctly, one held the distaff, another spun, and the third cut the thread when complete.

P. 171, l. 36: For a full account of this voyage read Kingsley's "Argonauts" in the "Heroes."

P. 175, l. 3: For the story of the way in which Athené got the shield, read "Perseus" in the "Heroes."

Canadian mica has been increasing steadily in value from 1895 to the present time, and that of India has been almost as steadily decreasing in value; so that, where in 1895 the imported value of Indian mica was nearly three times that of Canadian mica, the 1904 Canadian mica stood higher than Indian.—*Scientific American*.

The Province of Quebec has set aside the whole Gaspé Peninsula as a forest preserve.

Millet.—Continued.

By MISS A. MACLEAN.

"The Sower," which many consider Millet's best picture, is at present in the Vanderbilt collection in the Metropolitan Museum, New York. It was painted at Barbizon, but the peasant is of Millet's home place, such as he himself was when he worked in his father's fields. Millet did not paint from models, he painted the type rather than the individual. The sower marches along with a firm and serious step, scattering the seed on the steep, greyish brown hillside, clad in a dark red shirt, dark blue trousers that reach to the knee, dark greyish stockings wrapped round with cords of straw, rough *sabots*, on his feet, and a shapeless dull brown hat throws his face into shadow. A



A PAIR OF SABOTS.*

flock of crows fly near, and on the hilltop another pheasant is finishing his day's work in a glint of the setting sun, while all the hillside is in shadow.

Millet sent "The Sower" to the Salon in 1850, and of it Gautier (go-tee-ay) then wrote: "The night is coming, spreading its grey wings over the earth; the sower marches with rhythmic step, flinging the grain in the furrows; he is followed by a flock of pecking birds; he is covered with rags. He is bony, swart and meagre under his livery of poverty, yet it is life which his large hand sheds; he who has nothing, pours upon the earth with a superb gesture the bread of the future. On the other side of the slope, a last ray of the sun shows a pair of oxen at the end of their furrow—strong and gentle companions of man, whose recompense will one day be the slaughter-house. . . . There is something grand in this figure with its violent gesture, its proud ruggedness, which seems painted with the very earth the sower is planting." This picture raised a storm among the critics. Some saw in it a revolutionist who cursed the rich and scattered shot against the sky.

Though fixed in a land that he liked, Millet never ceased to long for the home of his early days, where now his mother and grandmother were sinking under sickness, anxiety and age. When, worn out, the grandmother died, sorrowing till her last breath that she could not see her Francois, Millet was over-

* When asked for his autograph, Millet sometimes made a sketch of a pair of sabots, writing his name after.

whelmed with grief. He did not speak for days, and his mute suffering was pitiful to see. When spoken to he could only sob, "Oh, why could I not have seen her once more!"

Now this mother was left with the responsibility of the farm. Her children were leaving her one after another. She felt that everything was giving way beneath her, and she wrote, "My dear child, you say you are very anxious to come and see me. I am very anxious, too, but it seems you have very little means. My poor child, this grieves me. Oh, I hope you will come, I can neither live nor die, I am so anxious to see you. If you could only come before the winter. Ah, if I had wings to fly to you! I end with kissing you with all my heart, and I am, with all possible love, your mother. *Widow Millet.*"

But the poor mother waited, listening for a footfall, hoping for a surprise that never came. Francois waited, too, hoping that poverty would relax its grip and let him see his dying mother, but in vain. Then the patient little mother folded her poor, toil-knotted hands and went to meet the God who would tell her what it all was for, and she would rest.

In the Salon of 1853 Millet exhibited "Ruth and Boaz," "The Sheepshearers," and the "Shepherd." They were much praised, and he secured a second-class medal, and succeeded in selling all the three. But these windfalls scarcely sufficed to fill the holes made by a life that had always been hard and burdened with debt. His pictures usually would not sell at all, or for ridiculous prices. But had he been so minded he need not have suffered. When Diaz heard that he had gone to live at Barbizon, he wrote: "What! Do you mean to tell me that you have decided to live with brutes and sleep on weeds and thistles, to bury yourself among peasants, when by remaining in Paris and continuing your immortal flesh painting you are certain to be clothed in silks and satins!" But Millet saw what he believed to be his duty, and did it—who has done better?

After a time he sold some more pictures and went home to settle up the estate with his eight brothers and sisters. He asked only for his uncle's books and a great wardrobe of oak, leaving his part of the house and farm to one of his brothers, requesting only that the old grape vine should not be destroyed.

After his return to Barbizon his fortunes improved, and he took his wife and family for a three months' visit to his old home. Gradually his name began to grow, some called him the singer of the peasants; others, the novelist of the sorrows of the people, and there was aroused in some minds a world

of political and social problems. Though Millet was himself submissive to the unequal allotment of earth's good and evil, such pictures as the "Man with the Hoe" pressed home the fact of this inequality, so that men began to think seriously of it, and the human brotherhood of man is being advanced to-day by the martyr life of Millet.

The year 1855 was a lucky year for Millet. He sold his "Peasant Grafting" for 4,000 francs, and was able to pay his debts, and for a while paint in comfort. But care and actual want again gathered about him, though in the time of his greatest suffering, haunted by headache, and fear ever following him, he painted his most beautiful works, "The Gleaners," "The Angelus" and "Waiting;" this last suggested to him when he waited, hoping to go and see his mother. He had now grown to where he could paint the air, see the light, paint the invisible. In "The Angelus" he wished to give an expression of music, the sounds of the country, the church bells. Into this picture he put the whole strength of his coloring. When Sensier saw it, he said, "It is the Angelus!" Millet said, "It is, indeed; you can hear the bells; I am content; it is all I ask."

Then his "Death and the Woodcutter," one of his most beautiful creations, was refused by the Salon. In this he saw a deliberate design to hurt him, and straightened up to bear the burden. He said, "They wish to force me into their drawing-room art, to break my spirit. No, no, I will say what I feel!" Protests arose over this treatment of Millet. Dumas (du-mä), the elder, wrote, "Who knows if the artist does not tell a story with his brush as we with our pens? Who knows but that he writes the memories of his own soul?"

Of the large "Sheepshearer," Thoré (to-ray) wrote, "This simple sheepshearer makes us think of the great works of antiquity or the most solid painting and best colour of the Venetian school." Of it Pelloquet (pel-lo-kay) wrote: "Here is great art, art that raises the mind; it is full of character, firmness and grandeur; it reaches the highest style without effort—a large way of painting, serious and solid—which we can only accuse of excess of austerity."

In 1862 he tried his highest venture and painted "Winter," "The Crows," "Sheep Feeding," "The Woolcarder," "The Stag," "The Birth of the Calf," "The Shepherdess," and "The Man with the Hoe." In 1873 Millet had the satisfaction of seeing his "Woman with the Lamp" sell for 38,000

francs, his "Washwomen" for 15,351, "Geese" for 25,000, and the "Woman Churning" for 14,000 francs.

But now when the sun of prosperity is beginning to shine upon him, he is breaking down from the long struggle. He was seized with a dreadful hemorrhage, which greatly weakened him. He worked, nevertheless, and finished several pictures. Then came an order allowing him 50,000 francs for some decorative painting for the chapel of Sainte Geneviève. He was appalled and delighted with such an attractive task, but death prevented him from accomplishing it. When he knew death was near, he said, "I die too soon; I am just beginning to see into Nature and Art."

The great painter breathed his last on the 20th of January, 1875. Everywhere his death caused regret; volumes of newspaper articles were written about him. His friends eloquently expressed their sorrow, and those who had been indifferent were touched—alas, too late. France realized then what she had slighted and lost. A collection of his works was now sold for the benefit of his family, and people then saw how wide a field the master had covered, what variety of manner, what intense conviction, what strength and gracefulness of handling. Single canvases that could scarcely find a buyer at any price when painted, have since sold for fortunes. "The Gleaners," which he sold for 2,000 francs, has since sold for 300,000 francs; "The Angelus," which he had great difficulty in disposing of for 2,500 francs, sold in 1889 for 553,000, and in 1890 for 800,000 francs. But what matter—Millet has gone beyond the need of money—forever beyond the sad earth-cry.

Learning Latin.

When Jane and I first went to school
To Uncle Ebenezer,
He taught us of the stirring times
Of Caius Julius Caesar;
And how, when Zela's fight was won,
The message, terse and spicy,
The consul sent to waiting Rome

Of "Veni, Vidi, Vici."
But now our boy from school returns
A hundred times the wiser,
And glibly reads the Latin text
Of Kyuse Yulius Kyzer;
Whose very words he'll even quote
In accents queer and squeaky,
To prove that what was really said
Was "Wany, Weedy, Weekey!"

Art Study Notes.—VI.

REV. HUNTER BOYD, WAWEIG, N. B.

The Sower.

The picture selected for this month is a good example of the work of J. F. Millet. There is no difficulty about the title. Every scholar could name it correctly, even if it had never been seen before. Some peculiarities about the man's shoes, or his hat, or the arrangement of the grain sack, will arrest the attention of superficial observers; but none can fail to note that the man is really doing what he professes to do. It strikes one that he is wholly unconscious of any observers. We are also impressed with his solid appearance; the figure stands out from the landscape in a very remarkable manner. There is a kind of momentum in his movement that could only be acquired by a sower who had been striding over the furrows all day. Indeed as we continue to look at the man we almost expect the hand to advance for a fresh supply of grain. Every part is engaged in the operation; his work absorbs him; and thus we have *unity* in the picture, one of the first requirements of all great art. The man is depicted upon a very narrow canvas, but we cannot help *imagining* the portion of field that has already received the grain, and the portion that will speedily be covered before darkness overtakes him. The picture is a good illustration of the saying that, "The beautiful is the fitting."

Particulars concerning the artist are given in another column, and also in last month's REVIEW. Beyond directing attention to some of the main elements of Millet's style, there is little occasion for explanation of the picture. Millet felt the strength, the seriousness, the intensity of the sower. It is ours to share the emotion.

Wanted—Men.

God give us men! A time like this demands
Strong minds, great hearts, true faith and ready hands;
Men whom the lust of office does not kill;
Men whom the spoils of office cannot buy;
Men who possess opinions and a will;
Men who have honor,—men who will not lie;
Men who can stand before a demagogue,
And damn his treacherous flatteries without winking!
Tall men, sun-crowned, who live above the fog
In public duty and in private thinking;
For while the rabble, with their thumb-worn creeds,
Their large professions, and their little deeds,
Mingle in selfish strife, lo! Freedom weeps,
Wrong rules the land, and waiting justice sleeps!

—J. G. Holland.

Answers to Queries.

E. L. K. The sentence, "What do these trees say to us?" was not intended to mean that the pictures "tell a story." What associations, what memories, are awakened! For instance, there are those to whom a group of beeches or birches mean merely so much cord-wood, or stove-wood. For others there will be a mental image of the restless leaves of the birch, and the dense shadow of the beech, or it may be a recollection of a nutting-party. What about the symbolism of these trees? Can you name authors or others with whom either of them were special favourites?

GERALD. Yes, I have seen the paragraph in *The Western Teacher*. It is surprising, that the editor admitted such statements concerning our monarch. The writer of the article evidently knows no more of the truth concerning King Edward VII than he does of the December number of the EDUCATIONAL REVIEW and its supplement of Edwin A. Blashfield's picture. There was no need for stating that liberty is a British sentiment, it is more than a sentiment. If you were teaching school on the prairie, and as much at a loss to convey an idea of a huge boulder as some teachers are of the mode of swinging a huge bell, possibly one might recommend you to procure a picture of "Plymouth Rock."

R. M. Sir W. C. VanHorne was born in Illinois, but has lived for many years in Canada, and all his pictures have been painted in this country, so that he may well be described as a Canadian artist. True, he is not a "professional," but there are few who paint trees better than he does, and possibly none who love them better.

F. R. There is still a vessel in the British navy named "Temeraire." It is the third "Temeraire," and took a prominent part in the battle of Alexandria.

ALICE. I do not know any book dealing exclusively with Canadian art and artists. Much information is obtainable from magazine articles. The Educational Department in the government of Ontario has made special effort to secure reproductions suitable for schools, and occasionally pictures are purchased for Toronto.

ROBERTA. The lark in France may differ from that in England, but I do not know. All the poetic allusions you are likely to meet with are based upon the bird as it has been observed in the latter country. It makes no difference in the picture. Breton dealt

with the *song* of the lark, or, rather, its effect produced upon the peasant girl.

G. F. Certainly; in course of time certain principles may emerge which will guide in the choice of pictures for certain grades; and also principles for guidance in their use. There are books dealing with the matter, but not much attention is usually given in any normal college course. A "picture study club" is a good idea.

H. B.

The Review's Question Box.

A. A. B. What book would you recommend as better than Meiklejohn's English Language as an authority in grammar?

The text-books on English grammar are so many and of such varying degrees of excellence that it is difficult to select. For a short text containing the principles of grammar and their application, there can be no better than Dr. D. J. Goggin's Elements, published by W. J. Gage & Company, Toronto. A more comprehensive work, so thorough that it leaves little to be desired, is Nesfield's English Grammar. Past and Present, published by Macmillan & Company, London.

In answer to a subscriber, L. S., asking where the quotation, "the long grey fields at night," is to be found, the REVIEW suggested that it might be from Kipling. This is not correct. The lines are found in Tennyson's "May Queen," in the seventh stanza of the second part of the poem:

You'll never see me more in the long grey fields at night.

Answers were received from Mrs. M. M. de-Soyres, Miss H. S. Comben, St. John N. B.; Miss Evelyn R. Bennett, Hopewell Cape, N. B.; J. A. Bannister, Steeves Mountain, N. B.; H. A. Prebble, Hampton, N. B.; Miss J. E. Mullins, Liverpool, N. S.; Thos. Gallant, Belle Cote, N. S.; H. Reeves Munroe, Taymouth, N. B.; W. B. Webb, Astleyville, Alberta; M. R. Tuttle, Elgin, N. B. Mr. Tuttle suggests that the reference is "to the long shadows which one would see in a country like England towards evening, or in New Brunswick."

A doctor prescribed rest and change for a small girl, saying that her system was quite upset. After he had gone, the little girl said, "I knew I was upset, mamma, because my foot's asleep; and things must be pretty bad when you go to sleep at the wrong end."

Another Examination Test.

A recent number of the New York *Evening Post* gives an account of a test made recently by the Cleveland, Ohio, educational commissioners to determine whether the criticism was just that pupils who had finished the grammar school were "neither quick nor accurate in simple arithmetical computations." (One should add, of course, that in the United States a grammar school is preparatory to the high school). Since the result is rather striking, the extract is here presented, giving the paper and some statistics as to the examinations:

Add:	1234567 8910 23456 789101 234 56789 210978 3456 78123 432987 65432	Subtract:	9832184567 3219383574
		Multiply:	38798640209 46039
		Divide:	394)26544332(

"What is 25 per cent. of \$280?"

"What is 50 per cent. of 8-9?"

"What is 33 1-3 per cent. of .015?"

"A merchant had 300 barrels of flour, of which he sold 25 per cent. at one time and 33 1-3 per cent. of the remainder at another time. How many barrels had he left?"

This examination is easy, and absolutely free from "catch" questions. Each pupil was given all the time he wanted, but was asked to hand in, on a separate sheet, each problem, as soon as he "felt sure that he had the correct answer."

Let us look at the results. One hundred and ninety-three pupils were tested, representing five schools. In the addition, the time was from one to nine minutes, eighty-six answers were right and one hundred and four wrong; in subtraction, one to three minutes, one hundred and seventy-one right and twenty wrong; in multiplication, one to seventeen minutes, twenty-three right, one hundred and sixty-eight wrong; in division, two to ten minutes, one hundred and seven right, sixty-two wrong; in percentage, one to nine minutes, one hundred and thirty right, sixty-two wrong. Of the sixty-two pupils who made errors, five gave three wrong answers, and fifty-five one wrong.

We believe also that the eighth grade in Cleveland is no exception. But any board of education which is confident that its own system is more efficient can

easily apply this identical test. We should be interested to learn the results in schools in this vicinity.

The written examination in spelling was almost as illuminating as that in arithmetic. The words were pronounced "by the regular teacher and in the usual form," so as to prevent embarrassment or confusion. The list is as follows:

drowsy	elegant	sieve
peninsula	tongue	guardian
excelled	orange	convalesce
diligence	Delaware.	hazel
measles	cholera	blamable
stirred	civilize	barbarous
alliance	anxiety	marvel
opponent	Wednesday	obliged
surviving	veteran	financial
worthy	military	navigator
annoyance	increased	business
ratio	chargeable	telegraph
dimmer	possess	collision
wrangle	imagine	sedition
opposed	patriotic	balance
control	abandon	ally
conceal	riddle	

One hundred and forty-four eighth-grade pupils from four schools were chosen to compete. The poorest paper contained thirty-six misspelled words out of a total of fifty. The only paper without an error was returned by a girl whose name should be recorded in the Hall of Fame, Ione Diggs. The whole number of misspelled words was 1,887, an average of more than thirteen for each pupil.

Is Grammar of Use.

The subject in which the grammar school, so-called, contravenes most sharply the law of the order of learning is, perhaps, grammar. For grammar, being the analytic and theoretical study of language, does not belong in the grammar school at all. The scientific classification of phenomena cannot commence until the phenomena have been assembled and made familiar. To this law of learning language is no exception. The language study proper to the grammar school is observation and acquaintance, that is, more particularly, practice in reading, speaking, composing. Nor for this is the study of grammar necessary. What is necessary is a very large amount of practice; much reading, much speaking, much composing. The only use of grammar here is a negative one, namely, to correct mistakes. And for this negative purpose the only person in the grammar school who need know grammar is the teacher. The positive, scientific study of grammar must be reserved for the high school.—*W. G. Parsons, in the April Atlantic.*

Lines in Season.

To be prepared for war is one of the most effectual means of preserving peace.—*George Washington.*

Nothing except a battle lost can be half so melancholy as a battle won.—*Duke of Wellington.*

He who did well in war, just earns the right
To begin doing well in peace.—*Robert Browning.*

Truth is its justice's handmaid, freedom is its child, peace is its companion, safety walks in its steps, victory follows in its train; it is the brightest emanation from the gospel; it is the attribute of God.—*Sydney Smith.*

Let nothing foul to either eye or ear reach those doors within which dwells a boy.—*Juvenal.*

It is better to keep children to their duty by a sense of honor and by kindness than by fear.—*Terence.*

I do love my country's good with a respect more tender, more holy and profound than mine own life.—*Shakespeare.*

Our father's God! from out whose hand
The centuries fall like grains of sand,
We meet to-day, united, free,
And loyal to our land and Thee,
To thank Thee for the era done,
And trust Thee for the opening one.

—*Whittier.*

From shore to shore,
Somewhere the birds are singing evermore.

—*Longfellow.*

"Whoever plants a mulberry tree in his garden sends a public invitation through birdland for its people to come and live with him."

The little people that live in the air
Are not for my human hands to wrong.

—*Alice Carey.*

Does the meadow lark complain as he swims high and dry
Through the waves of the wind and the blue of the sky?
Does the quail sit up and whistle in a disappointed way,
Or hang his head in silence and sorrow all the day?

Stars creep

Timidly forth, and Venus with her crest
Of diamond splendor hovers, loveliest,
As vestal guardian of the violet deep.

—*Nathan Haskell Doie.*

No longer forward or behind
I look in hope or fear;
But grateful take the Good I find,
The best of Now and Here.

—*Selected.*

Our lives are songs; God writes the words,
And we set them to music at pleasure;
And the song grows glad or sweet or sad,
As we choose to fashion the measure.
We must write the music, whatever the song,
Whatever its rhyme or metre;
And if it is sad, we can make it glad;
Or sweet, we can make it sweeter.

—*Matthew Arnold.*

Be just and fear not; let all the ends thou aimest at, be thy country's, thy God's and truth's.—*Shakespeare.*

A thousand voices whisper it is spring;
Shy flowers start up to greet me on the way,
And homing birds preen their swift wings and sing
The praises of the friendly, lengthening day.

The buds whose breath the glad wind hither bears,
Whose tender secret the young May shall find,
Seem all for me—for me the softer airs,
The gentle warmth, wherewith the day is kind.

—*Sel.*

The Wild Doves of Saint Francis.

(This legend was originally given in an Italian book called "The Little Flowers of St. Francis.")

"The Little Flowers of St. Francis."

A Tuscan peasant youth he saw, who bore
Tethered and bound a swarm of young wild doves,
Poor pris'ners who were doomed to sale and death.
St. Francis, who loved all the things on earth,
All gentle creatures that have breath and life,
Felt in his heart a deep compassion born,
And looked at them with eyes of tender ruth.

"O good young man," he cried, "I pray that you
Will give to me these poor and harmless birds—
Sweet emblems they of pure and faithful souls—
So they may never fall in ruthless hands,
That quench such lives in cruelty and blood."

The youth had snared the birds within the woods,
Was taking them to market, where their doom
He knew was slaughter—sudden, cruel death;
Nor had one thought of pity moved his mind,
And yet, when gentle Francis made his plea
It found an answer in the young man's heart;
For use may blunt and thoughtless custom dim
The mind to deeds of needless pain and death,
Yet in each soul there is a secret cell

Whose echo answers to the voice of truth.
So the young man gave the wild doves to the saint,
And wondered what the holy man would do
With these poor captives from the woods and trees.
St. Francis took them to his loving heart,
And on his breast they nestled safe and warm.

"Dear little sisters," said the holy man,
"Why did you let them take your liberty?
Why place yourselves in peril of your lives?
But you are safe from every danger now,
And I will care for you and build your nests
Where you may safely rear your little brood,
And live your lives as God would have you do,
Who is the Father of all living things."

The wild doves listened to his tender words;
And in his eyes they saw affection beam,
And in his voice they heard their Father's voice.
So the wild birds were tamed by love alone,
And dwelt with Francis in his convent home,
And there he built them nests that they might live
Their free and happy lives without annoy.

—*William E. A. Axon.*—Abridged.

Springtime Studies.

In the early spring days when the leaves come back to the trees and the birds return from the South, what can be done to bring into the school-room some of the new life and freshness of nature's resurrection. Many children in our city schools have little or no opportunity for observing the beauties of nature unless presented with suggestive examples by the progressive teacher. Nothing will develop thought more rapidly than the opportunity to observe the growth of a plant, the unfolding of the fern leaf, or some similar phenomenon, and thought power will lead to thought expression. The stimulation of the æsthetic sentiments will surely help to make each child happier, his view of life broader and more significant; his observation more accurate, his entire range of thought keener and more elevated.

Peas, beans or other seeds, planted in the school-room, will be the best method of showing the growth of plants and the value or needs of the various parts. Full directions in reference to this can be found in "Outlines in Nature Study and History." If some seeds are planted in moist sawdust they can be pulled up at intervals to show the successive stages of growth. Have each child make drawings at specified times to illustrate the continuity of growth. In order to enlarge the scope of the lesson use a selection that presents the same thoughts in poetic form. By combining these correlated topics, the subject will be flooded with a new light and an appreciation of good literature can be initiated. The following selection is simple and intelligible, and, therefore, well adapted to the purpose:

"In the heart of a seed
Buried deep, so deep,
A dear little plant
Lay fast asleep.

"Wake!" said the sunshine
'And creep to the light',
'Wake!' said the voice
Of the raindrops bright.

"The little plant heard
And it rose to see
What the wonderful outside
World might be."

Use the selection also as the basis of language lessons. The observation of plant life with all its necessities will assist in making real the thoughts contained in the poem. A booklet made of draw-

ings illustrating the growth of the plant from the seed, with the poem written on the cover, will be a valuable and seasonable accompaniment to this series of lessons.

Other appropriate lessons can be taken in connection with branches of the pussy-willow, or apple, peach, or cherry blossoms. If these be brought into the school-room and placed in water, as the blossoms unfold, they will be a delight to the children and they will also afford an opportunity for observation that many of the pupils will not have elsewhere. Calendars can be made and decorated with sprays of the buds and blossoms.

Bud life and habits, the annual migration in the autumn and returning in the spring, the connection of this with the food supply, will furnish much interesting material. The blue-bird and robin, whose welcome notes announce the approach of spring, should receive special consideration. If a bird's nest can be procured and combined with the branch of apple-blossoms, there will be obtained excellent material for drawing and language lessons in connection with the following poem:

"Two little robins made a nest
'Twas in the warm spring weather;
They built it out of sticks and straws,
And little bits of feather.

"It was upon an apple bough
With blossoms all around it,
So neatly wove and fitted in
That no one ever found it."

The drawing may also be used to decorate the cover of a booklet, within which is written the poem, reproduced by the pupils in their own words.

There are many other suitable poetic selections that will be most valuable in these lessons which combine language and drawing in a form that will inspire in the child a desire to seek and to know more of the life of the great outside world,—

"The world's so full of a number of things
That I'm sure we should all be as happy as kings."
—The Teacher.

A Secret.

(Recitation for three tiny girls with gestures).
I know of a cradle, so wee and so blue,
Where a baby is sleeping this morning,—do you?
I think he is dreaming the dearest of things—
Of songs and of sunshine, of tiny brown wings.
I'll tell you a secret,—don't tell where you heard,—
The cradle's an egg,—and the baby's a bird!
—Selected.

Canada's Size and Population.

Canada contains nearly one-third of the area of the whole British Empire.

Its population in 1867 was 3,500,000; in 1901, 5,371,315; now it is estimated at over 6,000,000.

Canada's population west of Lake Superior fifty years ago was 8,000; now it is more than three-quarters of a million.

Canada began the twentieth century with about the same number of people as the United States began the nineteenth century.

Canada has enough territory to give each inhabitant nearly 400 acres.

The Maritime provinces are nearly as large as England and Wales.

Canada has more than forty nationalities represented in her population, but she has 87 per cent of Canadian born people and 8 per cent are British born, making 95 per cent of British subjects.

One out of every three and one-half of the population is of French descent.

British Columbia is the largest province and the richest in minerals.

Canada's centre of population is near Ottawa.

Canada is thirty times as large as the United Kingdom of Great Britain and Ireland.

England's population is 558 to the square mile; Canada's little more than .5.

There are 132,101 more males than females in Canada.

Canada is adding to its population every year a number equal to the population of Toronto.

Canada has more than one-half of the white population of all Britain's colonies.

Fifty-five per cent of Canada's foreign born population, 193,617, are naturalized citizens.

Canada's population west of Lake Superior is 75 per cent British and Canadian born; 25 per cent foreign born.

Quebec Province has 290,000 of British and 1,322,115 of French descent.—*Selected.*

Guess the Name of the Boy.

The boy colored light yellow red.
(dickie).

The boy that's the beak of a crow,

The boy that's a sailor, afloat or ashore,

The boy that's a light, loving blow.

The boy that's a notch in the blade of a knife,

The boy that's a jerk of the head,

The boy that's a wooden tub, small at the top,

The boy colored light yellow red.—*Selected.*

The Trees' Rebellion.

(Recitation for a little girl.)

Dame Nature said to her children the trees,
In the days when the earth was new,
'Tis time you were putting your green leaves on,
Take them out of your trunks, dears, do.

"The sky is a soft and beautiful blue,
The snow went away long ago,
And the grass some time since popped up its head,
The crocuses are all ablow.

"Now hurry and get yourselves dressed, my dears,
All ready for summer weather."
But the trees tossed their heads from side to side,
And grumbled out all together:

"We really would like to alter our dress,
We are quite tired of wearing green;
Each year our new suits are just like our old,
Can we not have a change between?"

Dame Nature said to her children the trees,
"I'm astonished, I must confess,
To hear you are tired of your robe of green;
I think it's a beautiful dress.

"But wear it always in summer you shall,
(I've said it and will be obeyed).
However, I'll see ere the winter comes,
If some little change can be made.

"Your uncle John Frost comes to visit me
From his home in the polar seas,
And I'll ask him to bring for each of you
A dress any colour you please."

So every year you may see for yourself,
That whenever Jack Frost comes here,
The trees are no longer dressed all in green,
But in other colours appear.

—Lizzie Wells, Toronto.

Our Little Brothers of the Fields.

O brothers of the tongue that speaks, the hand that works such other good, the brain that thinks so kindly for those of your own species, will you not hear and heed the plaint in these wild voices that reach you even at your windows? Will you not have mercy on those harmless ones that, after centuries of persecution, know and think of you only with aversion and terror? Hang up the gun, burn the whip, put down the sling, the bow, the trap, the stone, and bid them live. Let their joyous voices greet the sun again, as in the days before they learned the fear of men. Take their drooping carcasses out of your hat, my lady, and set an example such as a gentle, well-bred woman should give to her ignorant sisters. Be ministers and friends, not persecutors and enemies. Shoot at targets all you please. Punish the evil in the human race, if you will be stern. But spare, for their sake, yet more for your own sake, our little brothers of the fields.—*Charles M. Skinner.—Atlantic Monthly.*

Problems in Arithmetic—Grade VIII.

G. K. BUPLER, M. A.

1. A man can spend \$15 on papering a room 18 feet long, 15 feet wide and 12 feet high. The room has two doors 3 feet by 7 feet, and two windows 3 feet by 6 feet. The cost of putting on the paper is \$3, how much can he pay for a roll of 8 yards, 18 inches wide?
2. The cost of carpeting the same room with carpet 27 inches wide at \$2.50 a yard is what?
3. Find cost of one floor on the same room $\frac{3}{4}$ inch thick at \$25 a m.
4. A cylinder is 20 inches high and holds 10 gallons; find its basal diameter.
5. Find the proceeds of a note of \$350, dated June 5th, at 3 months, bearing 5 per cent. interest, and discounted June 27th at 7 per cent.
6. A book is sold at a price which gives a gain of 20 per cent. and a discount of 10 per cent. on the marked price of \$2; find the cost.
7. Oranges bought at \$2.50 a hundred are sold at the rate of 3 for 10 cents; find gain per cent.
8. A horse which cost \$200 is sold to A at a gain of 40 per cent.; A, after he is injured, sells him to B at a loss of 30 per cent.; find A's loss in dollars.
9. What principal will produce \$67.50 interest in 3 years at 3 per cent?
10. If 600 liters sell for \$120 at a gain of 25 per cent., find gain (in dollars and cents) on 500 gallons.
11. An agent receives \$4292.50 to buy flour on 1 per cent. commission. If flour costs \$4.25 a barrel, find the number of barrels he can buy.
12. The base of a triangle is 40 rods, the height is 60 yards; find the area in ac. sq. rds., sq. yds., sq. ft., sq. in.
13. Reduce 6 fur., 14 rds., 3 yds., 2 ft. 8 in. to the fraction of a mile.

ANSWERS. (1) Number of rolls 19 $\frac{5}{6}$, or 20 cost 60 cents. (2) \$100. (3) \$6.75. (4) 13.28 + inches. (5) \$354.55 - \$4.96 = \$349.59. (6) \$1.50. (7) 33 $\frac{1}{3}$ per cent. (8) \$84. (9) \$750. (10) \$90.86. (11) 1,000 barrels. (12) 1 ac. 58 sq. rds. 4 sq. yds. 4 sq. feet 72 sq. inches. (13) $\frac{1}{111}$

What bosom beats not in his country's cause?—Pope.

I am glad to think
I am not bound to make the world go right,
But only to discover and to do
With cheerful heart the work that God appoints.
—Jean Ingelow.

"All Thy Work Praise Thee, Oh Lord."

Green Things.—

We all green things, we blossoms bright or dim,
Trees, bushes, brushwood, corn, and grasses slim,
We lift our many-favored lands to Him.

Medicinal Herbs.—

I bring refreshment,—
I bring ease and calm,—
I lavish strength and healing,—
I am balm,—
We work His pitiful will and chant our psalm.

Birds.—

Winged Angels of this visible world, we fly
To sing God's praises in the lofty sky;
We scale the height to praise our Lord most High.

Beasts and Cattle.—

We forest beasts,—we beasts of hill or cave,—
We border-loving creatures of the wave—
We praise our King with voices deep and grave.

Small Animals.—

God forms us weak and small, but pours out all
We need, and notes us while we stand or fall;
Wherefore we praise Him, weak and safe and small.

All Men.—

All creatures sing around us, and we sing;
We bring our own selves as our offering,
Our very selves we render to our King.

Little Children.—

He maketh me,—
And me,—
And me,—
To be
His blessed little ones around His knee,
Who praises Him by mere love confidingly.

All.—

Let everything that hath or hath not breath,
Let days and endless time, let life and death,—
Praise God, praise God, praise God, His creature saith.
—Christina Rossetti.

Five Little White Heads.

Five little white-heads peeped out of the mold,
When the dew was damp and the night was cold:
And they crowded their way through the soil with pride:
"Hurrah! We are going to be mushrooms!" they cried.
But the sun came up, and the sun shone down,
And the little white-heads were withered and brown:
Long were their faces, their pride had a fall—
They were nothing but toadstools, after all.

Keep Your Sons at Home.

Women of Canada! Do you want your sons to grow up proud of their parents' choice of a country; proud of a country in which to live and work and have their home themselves? Do you want them, as soon as they have finished their schooling or their university course, to look around for the career most in keeping with the particular bent of mind which you and Fate have given them? Do you want this career to be along some line with which you feel yourself in sympathy? Do you at least wish that it shall be spent in Canada and not in some foreign country away from every tie of home? Do you not long, with every fibre of your being, for the happening of some circumstance which shall place beyond all peradventure your son's choice of a life-work right here in Canada?

We know you do. Then build up Canadian industries; support Canadian schools and universities; choose Canadian enterprises in which to invest money; give Canadian labour the first choice; do everything humanly possible to create a pride in our fair Dominion—these are what we contend are the bounden duties of all Canadians. Do these things and we create a great country. Create a great country of noble ideals and diversified industries, and no Canadian woman's son will need to go to the United States to find employment, or the widest scope for the best talent that in him lies.

And your daughters! You know that as the gray hairs make their appearance (and even Canadian women do gradually grow old!) you will not like it if you look around and find yourself alone, with one girl in California and another perhaps in Maine. You will think things all awry if there are not little grand-children clambering up your knee. You will think hard thoughts of your countrymen for not having devised means for keeping the girls nearer home. Yet, if the boys leave for another country to find the careers denied them in their own, what are the girls to do? The boys—ought they not to remember whom they have left behind? The girls—are they to become old maids?

Canadian women! We remind you of these things; but we know you can recognize them for yourselves. Your whole lives and loves are intertwined with the destiny of your native country. You want to see Canada grow mighty and populous, not only because you love her for herself, but because her prosperity is the link which binds your sons and daughters to the old home spot for all time to come.—*Canada First, Woman's Department,*

One King, One Flag, One Fleet.

One Brotherhood is ours, one King,
One Land we call our Home,
One Flag to British realms we bring
To wave where'er we roam.

Come, sons of Britain, let us meet,
Our brethren o'er the seas to greet,
Come, sons of Britain, let us meet,
Our brethren o'er the seas to greet.

One Fleet shall make our Union strong;
Our sons shall not be slaves,
In distant lands, bursts forth the song,
"Britannia rules the waves."

Undaunted we have faced the foe,
As one great nation known;
In war or peace, in weal or woe,
We'll rally round the throne.

For flashing swords are not our sign:
United, strong and free,
We shall for peaceful arts combine,
And peaceful homes shall see.

The weak to raise, the wrong to right
Be Britain's great behest,
And mutual help shall put to flight,
Each petty, envious guest.

Our message to the world is Peace:
Whilst Commerce spreads our fame,
May Truth and Honour never cease
To crown our British name.

God bless our King; now join all hands,
And with a mighty cheer,
Resounding through Imperial Lands,
Will draw each other near.

Myles B. Foster.

Guess the Name of the Bird.

Guess the name of the bird that is woven in looms,
(duck).

The bird that is coined out of gold,
The bird that is flown at the end of a string,
The bird that is useless when cold.

The bird that is wise and can see in the dark,
The bird that is fastened with spikes,
The bird that is honored on Thanksgiving Day,
The bird that the President likes.

"Is there a son of generous England here?
Or fervid Erin?—he with us shall join,
To pray that in eternal union dear
The rose, the shamrock and the thistle twine!"

"Types of a race who shall th' invader scorn,
As rocks resist the billows round their shore;
Types of a race who shall to time unborn
Their country leave unconquered as of yore!"

—*Thomas Campbell.*

Victoria the Good.

Queen Victoria was one of the best rulers who ever lived. She had a very kind heart, and was always glad to do what she could for the good of her people. She often gave sums of money to those who were very poor, and she would write kind letters to those who were sick or in trouble.

One of her letters was written to Miss Nightingale during the Crimean War. In it she says: "I wish Miss Nightingale and the ladies would tell the poor noble wounded and sick men that no one feels more for their sufferings than their Queen. Day and night she thinks of her beloved troops."

Another of these letters was sent to some poor women who had lost their husbands in a dreadful accident in a coal-pit in the north of England. It told them how the heart of the good Queen was sad at their great loss, and the letter helped them to bear that loss with braver hearts.

Queen Victoria had many sorrows of her own, the greatest of which was the loss of her good husband, the Prince Consort, who died after twenty-one years of married life. The whole nation wept with the widowed Queen.

Even in her great sorrow the Queen did not forget the sorrow of others. Not long after the death of Prince Albert she went to her castle in Scotland. One of the women of the village near the castle had also lost her husband, and the Queen went at once to comfort her. She often paid visits to the poor people about the castle and took many dainty things to the sick. In one cottage the Queen once found an old sick woman left quite alone. The rest of the family had gone out, the woman said, to see the Queen. "Tell them," said the visitor, after talking kindly for some time to the poor woman who did not know her, "that while they have been to see the Queen, the Queen has been to see you."

The planets in the western sky in early May evenings present an interesting sight. Nearest the horizon is Venus, higher up is Jupiter, while between them is Mars. They are all moving eastward, but Venus goes fastest, and overtakes Mars on the 6th, forming a remarkable conjunction with that planet, the two being so near together that they can scarcely be separated by the naked eye. As this happens at nine o'clock in the morning we cannot observe it, but on the preceding and following evenings their apparent distance apart will be less than half the moon's diameter. Venus overtakes Jupiter on the 11th, and Mars overtakes him on the 18th.

A Canadian Wheat Field.

We have taken the liberty to change the title of this selection from "Dacotah" to "Canadian."

Like liquid gold the wheat field lies,
A marvel of yellow and russet and green,
That ripples and runs, that floats, and flies,
With the subtle shadows, the change, the sheen,
That play in the golden hair of a girl,
A ripple of amber—a flare
Of light sweeping after—a curl
In the hollows like swirling feet
Of fairy waltzers, the colors run
To the western sun
Through the deeps of the ripening wheat.
Broad as the fleckless, soaring sky,
Mysterious, fair as the moon-led sea,
The vast plane flames on the dazzled eye
Under the fierce sun's alchemy.
The slow hawk stoops
To his prey in the deeps;
The sunflower droops
To the lazy wave; the wind sleeps.
Then all in dazzling links and loops,
A riot of shadow and shine,
A glory of olive and amber and wine,
To the westering sun the colors run
Through the deeps of the ripening wheat.

O glorious land! My Western land,
Outspread beneath the setting sun!
Once more amid your swells I stand,
And cross your sod lands dry and dun.
I hear the jocund calls of men
Who sweep amid the ripened grain
With swift, stern reapers, once again,
The evening splendor floods the plain.
The cricket's chime
Makes pauseless rhyme,
And towards the sun
The splendid colors ramp and run
Before the winds feet
In the wheat.

—Hamlin Garland.

The Sculptor Boy.

Chisel in hand stood a sculptor boy,
With his marble block before him;
And his face lit up with a smile of joy,
As an angel dream passed o'er him.
He carved it then on the yielding stone,
With many a sharp incision;
With heaven's own light the sculptor shone,
He had caught that angel vision.

Sculptors of life are we, as we stand
With our souls, uncarved, before us,
Waiting the hour when at God's command
Our life dream shall pass o'er us.
If we carve it, then, on the yielding stone,
With many a sharp incision,
It's heavenly beauty shall be our own,
Our lives that angel vision.

—Bishop Doane.

Five Evidences of an Education.

These five characteristics, then, I offer as evidence of an education: Correctness and precision in the use of the mother-tongue; refined and gentle manners, which are the expression of fixed habits of thought and action; the power and habit of reflection; the power of growth and efficiency, and the power to do. On this plane the physicist may meet with the philologist and the naturalist with the philosopher, and each recognize the fact that his fellow is an educated man, though the range of their information is widely different, and the centres of their highest interests are far apart. They are knit together in a brotherhood by the close tie of those traits which have sprung out of the reaction of their minds and wills upon that which has fed them and brought them strength. Without these traits men are not truly educated, and their erudition, however vast, is of no avail; it furnishes a museum, not a developed human being. It is these habits, of necessity made by ourselves alone, begun in the days of school and college, and strengthened with maturer years and broader experience, that serve to show to ourselves and to others that we have discovered the secret of gaining an education.—*Nicholas Murray Butler.*

The Dominion Cabinet.

Prime Minister—The Right Hon. Sir Wilfred Laurier.

Minister of Trade and Commerce—Hon. Sir Richard Cartwright.

Secretary of State—Hon. Richard William Scott.

Minister of Justice—Hon. C. Fitzpatrick.

Minister of Marine and Fisheries—Hon. L. P. Brodeur.

Minister of Militia and Defence—Hon. Sir Frederick William Borden.

Postmaster-General—Hon. A. B. Aylesworth.

Minister of Agriculture—Hon. Sydney A. Fisher.

Minister of Public Works—Hon. Charles S. Hyman.

Minister of Finance—Hon. Wm. Stevens Fielding.

Minister of Railways and Canals—Hon. Henry R. Emmerson.

Minister of Interior and Superintendent-General of Indian Affairs—Hon. Frank Oliver.

Minister of Customs—Hon. Wm. Paterson.

Minister of Inland Revenues—Hon. W. Templeman.

The Voice of the Grass.

Here I come creeping everywhere;
By the dusty roadside,
On the sunny hillside,
Close by the noisy brook,
In every shady nook,
I come creeping, creeping everywhere.

Here I come creeping, creeping everywhere;
You cannot see me coming,
Nor hear my low, sweet humming;
For in the starry night,
And the glad morning light,
I come quietly creeping everywhere.

Here I come creeping, creeping everywhere;
My humble song of praise
Most joyfully I'll raise
To Him at whose command
I beautify the land,
Creeping, silently creeping everywhere.

—*Sarah Roberts.*

Boys Wanted.

Charles G. Irish, who addressed a meeting of 300 night school pupils in Utica, N. Y., March 14th, spoke of the time when he and a young friend came to the conclusion that there were too many boys in the world, and went on to tell of seeing a sign in a Utica business establishment's window, "Boys Wanted," and of going in and making inquiries.

"I went in," Mr. Irish said, "and asked the owner of the business how many boys he wanted, what he wanted them for, and what kind he wanted. He said, 'I want boys, and I want a lot of them.' I asked him what kind of boys he wanted, and he said, 'I want live boys.' I did not think this was very strange, as I did not suppose he wanted dead boys. He did not want half live boys or lazy boys. I could understand this very well. 'Then,' he said, 'I want boys who will come early in the morning and work all day and not have their eyes on the clock all the time. I want boys that will be prompt and that will take hold and learn the business. Such boys as this,' he said, 'are somewhat scarce. Then,' he added, 'we want clean boys, boys who will come with their hair brushed and their faces and bodies washed. I do not object to patches on their clothes, but I do not want dirty boys. What I really mean by dirt is what comes out of the insides of boys—swearing, foul talk, evil thoughts. I want clean boys, and such boys are scarce. I have to hang out that sign very often.'"

The Banner and the Carpet.

The royal banner bent his head,
And to the royal carpet said;
"In the Palace at Bagdad
Different duties we have had;
Different, too, is our reward,
Though servants both of one great lord.

"While the storms beat on my head,
For a queen's feet you are spread.
I, on marches blown and torn,
Into the jaws of death am borne.
You are kept from dust and rains,
Battles, winds, and rents and stains.

"Yours a calm and happy life;
Mine is full of pain and strife."
Then the royal carpet said:
"You to heaven may lift your head.
I lie here beneath men's feet
A slave to tread on and to beat;
You in battle's stormy night,
May lead heroes to the fight."

—William R. Alger.

The Victoria Cross.

After the Crimean War, Queen Victoria ordered a new medal to be made. It was to be called the Victoria Cross, and given to any soldier or sailor who had done some very brave deed before the enemy.

The first Victoria Crosses were made from the metal of guns taken from the Russians in the war. In the centre is a crown with a crowned lion above it. From arm to arm of the Cross hangs a scroll bearing the words, "For Valour." The medal is greatly prized, and the soldier or sailor winning it may write the letters V. C. after his name.

The first Victoria Crosses were given by Queen Victoria herself to the men who had won them. She rode to Hyde Park on a white horse (an emblem of victory), wearing a scarlet coat and a plume of feathers. The men were drawn up in a line, and were brought one by one before the Queen. Then she stooped and pinned the medal upon each man's left breast.

Lord Roberts, one of the bravest British generals, won the Cross when he was a young officer serving with the troops at the time of the Indian mutiny. One day two Sepoys ran off with a British flag. Roberts followed, re-took the flag, killing one Sepoy and putting the other to flight. On the same day he rescued a British soldier from a Sepoy, who was on the point of stabbing him with a bayonet. For these two brave deeds Roberts was given the Victoria Cross.

In the late Boer War the son of Lord Roberts also won the much-prized medal. He went with a few other brave men to try to save some guns lying in an open place swept by the Boer fire. He was shot down and soon afterwards died, so that he never knew he had won the Victoria Cross.—*Adapted from the Britannia History Reader.*

Key for Identifying Sparrows.

Miss Annetta A. Bradley, of Carleton Co., New Brunswick, who recently took the nature-study course at the Macdonald Institute, Guelph, sends us the following key for identifying sparrows by their most conspicuous markings. It is very simple, and may help some student of birds to make a start:

A. Chestnut Crown.—

1. Spot on breast Tree Sparrow.
2. Bill red Field Sparrow.
3. Chestnut patch on wing Swamp Sparrow.
4. With none of these Chipping Sparrow.

A A. Crown not chestnut.—

1. Two white tail feathers Vesper Sparrow.
2. Yellow line over eye Savanna Sparrow.
3. Yellow spot between eye and bill . . . White Throated Sparrow.
4. Tail red Fox Sparrow.
5. Breast streaked with spot in centre . . . Song Sparrow.
6. None of these White Crowned

Canada, a Rich Country.

"I have travelled four thousand miles over Canadian soil. I have been in the bush and on the prairie, and I have come to the conclusion that Canada is the country of the future; I know of none greater. Her mineral resources alone make her the richest country in the world. This is not mere conjecture; I have arrived at this conclusion after a fair investigation in several parts of the country and a thorough study of the reports of the Dominion Government's Geological Survey Department, and an inspection of the ores to be seen in the collection at Ottawa.

"The resources of Canada are such as to make her a Britain, France, Spain and Russia, all in one. She possesses the iron of Britain, the fruit and salubrious climate of France, the rich minerals of Spain, and wheat fields that rival the best in Russia."—*Mr. Joseph Sutherland, of England, in Montreal Witness.*

I enjoy the REVIEW very much. The art notes, poetry, etc., in fact everything, is very helpful.—
E. R. B.

The Glory of the English Tongue.

Beyond the vague Atlantic deep,
Far as the farthest prairies sweep,
Where forest-glooms the nerve appal,
Where burns the radiant Western fall,
Our duty lies on old and young,—
With filial piety to guard,
As on its greenest native sward.
The glory of the English tongue.

That ample speech? That subtle speech!
Apt for the need of all and each:
Strong to endure, yet prompt to bend
Wherever human feelings tend.
Preserve its force—expand its powers;
And through the maze of civic life,
In letters, commerce, even in strife,
Forget not, it is yours and ours.

RICHARD, LORD HOUGHTON.—*From an Envoy to
an American Lady.*

Professor Bell's Kites,

Professor Alexander Graham Bell, the inventor of the Bell telephone, spends his winters in Washington and his summers near Baddeck, in Cape Breton, where he conducts experiments with his tetrahedral kites. The ordinary kite of course requires to be held by a string in order to make it sail, but Prof. Bell has been able to make his kites ascend alone into the air, mounting skyward against the wind without any string, and even turning a circle and rising higher, just like some birds.

"So much significance do I attach to the success already obtained with the free-soaring kite that I named it the 'Oionos,' as the ancient Greeks styled the 'birds of augur,' whose soarings their prophets watched from towers of observation," says Prof. Bell.

One of these kites was tested with a man weighing 165 pounds suspended from it, and it rose until he was thirty feet from the ground, and kept him there steadily. The kite and its attachments weighed 123 pounds, so the total weight supported by the wind was 288 pounds. These of course are only preliminary studies, and they do not mean that man is ready to fly; they are useful merely in enlarging scientific knowledge of how the wind acts on large surfaces exposed to it.

The REVIEW comes like a faithful friend from the East.
Beaver Lake, Alberta. A. I. W.

I am forwarding my subscription for another year for
my old friend the EDUCATIONAL REVIEW.
Cape Breton County. L. B. R.

The Ferns.

Deep in the woodland glen
The earth is white with snow,
And by the frozen brook,
With cowed heads bending low,
As if in prayer devout,
With mantles white and straight,
Like monks in silent row,
The ferns of winter wait!

Deep in the woodland glen
The old earth wakes from sleep;
The brooks with laugh and song
Spring down from steep to steep.
A gallant band of knights,
With pennons floating free,
Stand where the white monks stood,
A brave Green Company!

Every Other Sunday.

The full name of the city of San Francisco, as given by its Spanish founders, was "Mision de los Dolores de NUESTRO PADRE SAN FRANCISCO DE ASIS,"—the Mission of the Sorrows of our Father St. Francis of Assisi. The sorrows of its stricken people have recalled the name.

It has been noted that the earthquake region, a belt that surrounds the earth at about thirty or forty degrees of north latitude, is the region of greatest fertility and most desirable climate, and therefore of the densest population, and the oldest civilization in the Old World. This seems to be equally true in the New World, if we add the Central American extension of the earthquake region to the northern belt.

In his book on Nature Teachings F. S. Wood says in speaking of cork: "So buoyant is this substance that a very efficient belt can be made by stringing together 3 or 4 rows of ordinary wine corks and tying them round the neck like a collar. In these circumstances it is simply impossible to sink, and though anyone may collapse from exhaustion, drowning is almost out of the question."

[It might be a safe plan for those who are timid about venturing on the water or who are indifferent swimmers to accustom themselves to the use of such a necklace—to test it well while swimming in water beyond their depth and wear it constantly while boating. Drowning accidents frequently occur because people "lose their heads" on being thrown into water. To become accustomed to the water and know just how to act in it is a great means of safety.—EDITOR.]

True Bravery.

Some one may say, "Did not the men and women have to be braver in the war times than in time of peace?" Let us stamp that as false. What a terrible thing it would be to be brave, if bravery requires of us to hurt and kill! Is it not brave to try to save life? Thousands of brave men are risking their lives to help men and save us all from harm. Brave doctors and nurses go where deadly disease is, and are not afraid to help save the sick. Brave students are trying perilous experiments, so as to find out better knowledge for us all. Brave engineers on thousands of locomotives are not afraid of sudden death if they can save their passengers from harmful accidents. Brave sailors are always facing the sea and the storm. Brave firemen stand ready to die to bring little children safely out of burning buildings. Brave boys every summer risk their lives to save their comrades from drowning. Brave fellows hold in check maddened horses and prevent them from running away with women and children. Brave women risk their own lives daily for the sake of others. Never forget it; it is better to be brave to help men than it is to be brave to harm them.—*Charles F. Dole.*

"I left my dog accidentally at a friend's house yesterday," said a young girl, as reported in the *Philadelphia Evening Bulletin*. "My friend tried to get him to run after me, but he would not leave. He plainly held that I would soon return; that, since I had gone without him, I would come back inevitably for him, and he stuck to the room where I had parted from him, feeling that it was his duty to do so. Finally my friend called me up on the telephone.

"Your dog won't go," she said. "He thinks you will be back, and we can't drive him out."

"Hold him up to the 'phone," said I.

"She held him up.

"Peter," I said, "come home, I am waiting at home for you. Come straight home, Peter, good little dog."

"Peter wagged his tail, wriggled down and out of my friend's arms and set off homeward like a flash of lightning."

In schools where there may be objections to general readings from the Bible or repeating the Lord's prayer, this plan may be adopted for the morning exercises: One morning alternate readings of the Beatitudes (Blessed are the poor in spirit); on another concerning charity (Though I speak with tongues of men and of angels). On another concerning God's care (The Lord is my Shepherd); and so on. Then a favorite hymn may be sung; followed by a memory gem that may be helpful for the day's work.

Current Events.

Last month will be remembered for the great eruption of Vesuvius, and the terrible earthquakes in Formosa and in California. Never since the destruction of Pompeii has the volcano made such havoc in the towns and villages that cluster about its base. The eruption, which had grown alarming in March, continued to increase in violence until the tenth of April, giving the inhabitants of the surrounding regions ample time to flee for safety; yet the people, destitute and helpless, were for the most part unable to get away. Thousands of houses were crushed by the weight of falling ashes, and hundreds of people perished in the ruins.

The earthquake in the southern part of the island of Formosa completed the ruin of one or more towns that were injured by a lesser shock in March. Landslides are said to have completely changed the topography of the country. Hundreds were killed by the disturbance, and thousands left homeless.

More appalling, because nearer than either the Formosan disaster or the volcanic disturbance in Italy, and perhaps more terrible in itself, was the great earthquake in California, by which, at the least estimate, one thousand people were killed, and hundreds of thousands left homeless and destitute. The first shock was felt on the morning of the 18th of April. By it, and the resulting fires, more than half of the great and wealthy city of San Francisco has been destroyed, and other cities have suffered severely. Immediate aid was sent from other parts of the United States, and from foreign lands; the Canadian government contributing \$100,000, the Emperor of Japan a like sum, and the Empress of China \$50,000, with an additional sum for the Chinese residents of San Francisco.

The final draft of the Moroccan convention was signed by the delegates to the conference on the seventh of April. It is a lengthy document, and begins with an impressive introduction, setting forth that the emperors of Germany, Austria and Russia, the kings of Belgium, Spain, Great Britain, Italy, Portugal and Sweden, the presidents of the United States and France, the sultan of Morocco and the queen of the Netherlands, desiring that order, peace and prosperity reign in Morocco, have assembled their plenipotentiaries to consider the proposed reforms and to determine on the means to apply them. The chief provisions of the agreement are that France shall police four Moroccan ports, Spain two, and France and Spain together two others; while France will have a controlling share in the financial management of the country.

The Natal authorities were about to execute certain Zulus who had been concerned in an anti-tax uprising, when the British government interfered to stop the execution. Thereupon the Natal cabinet resigned, declaring that they would not submit to dictation by the Imperial government. Then the latter withdrew the objection, and the executions took place. Now a serious uprising of Zulus is reported, and there is a rumor that a British army

corps is to be sent to South Africa, both of which rumors may prove to be part of the same story.

A special commissioner has been sent to South Africa to devise a scheme of responsible government for the Transvaal.

King Edward has changed the name of Lagos Territory to Southern Nigeria.

Japan has adopted the principle of the government ownership of railways, and its parliament has appropriated money to buy out the private owners. It will take five years or more to carry the plan into effect.

The opening of the new railway from Berber, on the Nile, to the shores of the Red Sea, at the new port called Port Sudan, makes it possible to cover the distance in ten hours, where it required ten days to accomplish the journey by camel caravan. The new railway provides a new route to India, in case of the closing of the Suez canal.

Perhaps the most important political event of the past month has been the reconciliation between Austria and Hungary. A new Hungarian parliament will be elected on the basis of universal suffrage, and all pending disputes between the Austrian Emperor and his Hungarian subjects will be left to its decision.

President Roosevelt's recent suggestion of the need of a progressive tax on inheritances to check the dangerous accumulation of wealth in the hands of individuals has been received with great astonishment in the United States, among those who do not know that such a tax has been levied in Great Britain for years. The fact that there are wealthy men, any one of whom could re-build San Francisco at his own expense, and still remain rich, is more astounding than the President's suggestion.

At the present rate of progress, it will require forty years to finish the Panama canal if the sea level is adopted. If the lock system is adhered to, the work can be done much sooner, but the results may be less satisfactory.

The report that extensive beds of anthracite have been found near Albany River, is the latest and brightest story of the great mineral wealth of the region south of Hudson Bay. Rich silver mines have been found in the Cobalt region; but if, as it now appears, coal and iron are found near together there, their presence is of more value in the future development of the country.

Currie, the discoverer of radium, has been killed by an accident in the streets of Paris. Since his great discovery, the old idea of the indestructibility of atoms has been abandoned. The atom is now regarded as composed of electrons, which may be given off, with the setting free of enormous energy; and it is calculated that if the action extends throughout the earth, the emission by every atom of an electron once in a thousand million years would be sufficient to account for the earth's internal heat.

The first Russian parliament will be opened by the Emperor Nicholas in person on the tenth of May. It is expected that he will then announce a general amnesty for political prisoners.

Sugar cane has been successfully cultivated, under government auspices, in the lowlands of Afghanistan.

The Olympic games, in which athletes from all over the world are to compete, were begun in Greece on St. George's Day. The King and Queen of England were present as guests of the Queen's brother, King George.

The Dominion Parliament has invited King Edward and Queen Alexandra to visit Canada during the present year. It is hoped that their Majesties will come at the time of the opening of the new bridge across the St. Lawrence at Quebec. Great changes have taken place in His Majesty's North American dominions since he, as Prince of Wales, in 1860, opened the Victoria Bridge at Montreal. Then Canada included but a part of the present provinces of Quebec and Ontario. Now three oceans mark its boundaries, and half the continent is embraced in its area; while its great commercial highway crosses regions then unknown.

We are accustomed to the use of French as well as English in the official life of Canada. It was a novelty; however, for the new lieutenant-governor of Nova Scotia to receive and reply to an address in Gaelic. His appearing in plain clothes at public functions is also another thing in his favor.

A new treaty between Great Britain and China provides for the recognition of China's protectorate over Tibet, and for the opening of certain Tibetan markets to Indian trade. Great Britain will not interfere with the interior affairs of Tibet, unless other powers do so. China will erect telegraph lines and will give preference to the British in the matter of railway concessions; and will pay a large part of the expenses of the British expedition to Lhasa in 1903-4.

School and College.

F. R. Branscombe, the energetic and popular principal of the Hopewell Cape, N. B., School, and his advanced pupils, gave the Comedy—"Between the Acts" to a large and appreciative audience in the Public Hall on Thursday evening April 12th. The proceeds which amounted to \$35 will be used to procure maps for the school.

Mr. Cyrus H. Acheson, formerly of Charlotte County, is now Inspector of Schools at Johannesburg, Africa. In a brief note he states that his family are all well and enjoying African life very much. He says the big questions in Africa just now are Chinese labor and native unrest.—*St. Andrews, N. B., Beacon.*

At a concert, followed by a social, held in the school house at Carleton, Annapolis County, the sum of \$24.00 was realized. It is the intention of the teacher Mr. M. C. Foster, who is a Guelph nature student, to use the proceeds for school garden purposes. Nearly a third of an acre of the school premises which is now practically waste land will be ploughed, fertilized and fenced, thereby laying the foundation of a permanent school garden.

The inspectors of schools in New Brunswick, so far as we have been able to learn, have appointed May 11 as Arbor day.

THE EDUCATIONAL INSTITUTE OF NEW BRUNSWICK.

The Executive Committee of the Educational Institute met at Fredericton during the Christmas vacation and arranged an interesting programme for the next meeting of the Institute. A number of the leading teachers of the Province will read papers or deliver addresses upon live educational questions. Prof. Jas. W. Robertson, who has taken so much interest in public education in this Province, has promised to speak before the Institute or to send a representative from Macdonald College, St. Anne de Bellevue, of which institution he is manager.

The Institute will meet at Chatham on June 27th.

Dr. Cox, who is chairman of the local committee, will see that all necessary arrangements are made for the entertainment of the members of the Institute.

A committee has been appointed to arrange with the authorities of the Intercolonial Railway for the transportation of teachers at the most favorable rates.

JOHN BRITAIN, Secretary Institute.

Professor A. M. Scott, of the University of New Brunswick, has been offered the position of superintendent of schools, of Calgary, and it is likely that he will accept the position. Professor Scott has devoted himself with much energy and ability to his work in the University, where his services will be greatly missed.

Miss Antoinette Forbes has resumed her duties in the Windsor, N. S., Academy, after a three months' leave of absence.

Mr. Charles L. Gesner, principal of the school at Canning, N. S., was married on the 11th April to Miss Carrie F. Bent of Belleisle, N. S. The REVIEW extends its cordial congratulations to the happy couple and wishes them many years of happiness.

Dr. Annie M. McLean, of Wolfville, N. S., a graduate of Acadia, who received her degree of doctor of philosophy from Chicago University, has been chosen professor of sociology in Adelphi College, Brooklyn, N. Y., and will begin her duties in September.

Miss Muriel Carr, of St. John, N. B., has been offered and has accepted the chair of English literature in Rockford College, Illinois, within a short distance of Chicago. Miss Carr recently won the fellowship given by the Women's Educational Association of Boston, a rare distinction, as it is open to all graduates of American colleges. Miss Carr will spend a year, prior to taking up her duties at Rockford, in research work in Early English literature, especially in the comparison of black letter manuscripts, which are kept in various cities in Europe, as Oxford, London, Paris, Berlin and others.

Miss Florence C. Estabrooks, a graduate of the St. John, high school in 1900 has made a splendid record in her first year's work at McGill, winning first place in English, Greek, algebra and advanced geometry, besides first rank honours in Latin and general standing, with four prizes including the Coster memorial prize. The young lady and the school from which she graduated are to be congratulated on winning such a distinction as leader of an exceptionally large class at McGill.

Twenty-five Canadian students are enrolled this year at Yale University.

Mr. Will Whitney, recently manual training instructor in the Schools of St. Stephen and Milltown, N. B., is now taking a course in Manual Arts at Teachers' College, Columbia University, New York. Mr Whitney is desirous of giving his service to Canada as soon as an opening occurs.

Recent Books.

ESSAYS OF ELIA. (First Series). By Charles Lamb. Selected and Edited with Introduction and Notes by George Armstrong Wauchope, Professor of English in South Carolina College. Semi-flexible cloth. XXXVI + 302 pages. Portrait. Mailing Price, 45 cents. Ginn & Company, Boston.

This volume contains thirty of the most popular essays. The introduction by the editor is a fresh, sympathetic, and judicious appreciation of the author's character and work. It is accompanied by a chronological table and a short bibliography. The notes are the most adequate ever presented in an edition of Lamb, and embody the results of ripe scholarship and several years of laborious research. Accompanying the notes on each essay is a set of questions and review topics illustrating the editor's original pedagogical methods of teaching literature.

THE GEOGRAPHY OF AMERICA. By William Hughes, F. R. G. S. Cloth. Pages 129. Price 1s. 6d. George Philip & Son, London.

This book gives in very compact form much information on the physical, political and commercial geography of North and South America. It has three maps, and the matter contained in the work, so far as a cursory examination reveals, is up to date.

From the same publisher (Geo. Philip and Son) there come the Model Atlas, price 6d. containing 50 maps of the chief countries of the world with relief models, all in colour and the Threepenny Atlas, containing sixteen coloured maps, both very useful for convenient reference.

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This book with the exception of a few introductory lessons and the vocabulary is written entirely in French, thus compelling the pupil to think in and speak the language he is learning. The course is practical, gradual and methodical.

THE MEDEA OF EURIPIDES. Edited by Harold Williamson, M. A. Cloth. Pages 159. Price 2s. Blackie & Son, London.

Two editions of the Medea have been consulted in preparing this volume,—the German edition of Wecklein and the English of Dr. Verralls, the latter an admirable interpretation of the Greek scholar. The introduction, notes, vocabulary and index are well adapted to meet the needs of the scholar. The clearly printed page and the fine illustrations will also be much appreciated by students.

CHEMISTRY LECTURE NOTES. By G. E. Welch, B. Sc., (London). Cloth. Pages 63. Price 1s. 6d. Blackie & Son, London.

These notes are such as would be taken during a course of lessons on inorganic chemistry. They are necessarily brief and blank leaves are inserted alternately with each page of printed notes for drawings and taking of additional notes. The arrangement is very convenient for students and should save valuable time.

PRÉCIS WRITING. Edited by H. Latter, M. A. Cloth. Pages 214. Price 3s. 6d. Blackie & Son, London.

This book contains a number of valuable exercises in précis writing for civil service candidates, army classes, and others, mainly in diplomatic correspondence.

LES DEUX SOURDS. By Jules Moinaux. Edited with notes and vocabulary by I. H. B. Spiers. Cloth. Pages 53. Price 25 cents. D. C. Heath & Company, Boston.

A brief comedy in sound colloquial French, with a clever plot and lively action.

THE ART AND PRACTICE OF LAUNDRY WORK. By Margaret Cuthbert Rankin. Cloth. Pages 191. Price 2s. 6d. Blackie & Son, London.

This work should prove very useful to young housekeepers and for students and teachers. It has been written to give a correct knowledge of household laundry work and is the outcome of many years of experience and observation.

COMPLETE HISTORY READERS. No. VI. Cloth. Pages 254. Price 1s. 6d. Blackie & Son, London.

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FIRST STEPS IN COLLOQUIAL FRENCH. By Albert Thouaille. Illustrated. Cloth. Pages 228. Price 2s. Blackie & Son, London.

These lessons, all in French, are easy, well graduated and adapted for oral teaching.

Mr. Andrew Carnegie's rectorial address before the University of St. Andrews on Peace is noteworthy in behalf of that cause. Published in pamphlet form, price 10 cents or 100 copies for \$5, by Ginn & Company, Boston.

Recent Magazines.

The May *Delineator*, has a complete display, pictorial and descriptive, of the latest Spring fashions. Hon. Justice David J. Brewer contributes an article on "Woman in the Professions" in which he comments on the significance of the fact that the status of women has changed in the last half century. Alice Brown contributes a fairy tale for the little ones. There are other features to delight young folks, including a chapter in the serial, "Sunlight and Shadow" and pastimes by Lina Beard.

The April *Canadian Magazine*, with its excellent coloured cover and its attractive coloured-printing is one of the best issues of this publication. Canadian periodicals are showing improvement, as might naturally be expected with the growth of the country and the development of our

national life. The historical and analytic article on the Grand Trunk Pacific is important, and is rendered attractive by the liberal use of photographs of scenes along the proposed line and portraits of the directors.

The April *Atlantic* contains a rich variety of articles upon timely and important topics. Willard G. Parsons contributes a striking paper entitled Making Education Hit the Mark; Charles M. Harger has a picturesque paper on The Lodge, setting forth the place of the lodge in the social and intellectual life of the American people. Among the essays are The Reform in Church Music, by Justine B. Ward, A Plea for the Enclosed Garden, by Susan S. Wainwright, and Tide-Rivers, by Lucy S. Conant. The stories, are uncommonly attractive and entertaining.

By all odds the most striking figure in the new Liberal Ministry in England is Mr. John Burns "The Workman-Minister" whose personality and career are interestingly described in an article which *The Living Age* for April 14th reprints from *The Nineteenth Century*. Very diverting is the skit of "American Manners" which *The Living Age* for April 14th reprints from *Temple Bar*.

The April *Chautauquan* continues the scholarly and interesting series of articles entitled Classical Influences in Modern Life. W. A. Elliott contributes a study of the Modern Greek—no close relation to the Greek of olden times but interesting modern, democratic and enterprising.

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OMISSION

In the Journal of Education of Nova Scotia,
October, 1905, page 187, Prescription
for Grade XI.

By the printer's mistake there has been omitted from the prescriptions for Grade XI in the October JOURNAL OF EDUCATION for 1905, on page 187, the following prescription which is correct as published in the April edition preceding:

"PHYSICS.--11: As in Gage's Introduction to Physical Science."

Practical Mathematics should be numbered respectively 12 and 13.

Education Office, A. H. MACKAY,
Halifax, N. S., Jan. 27, '06. Supt. of Education.

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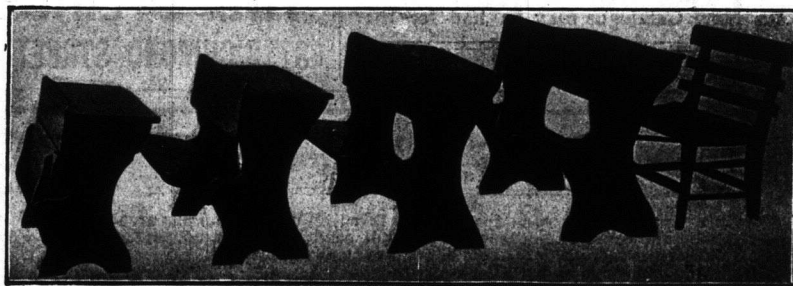
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