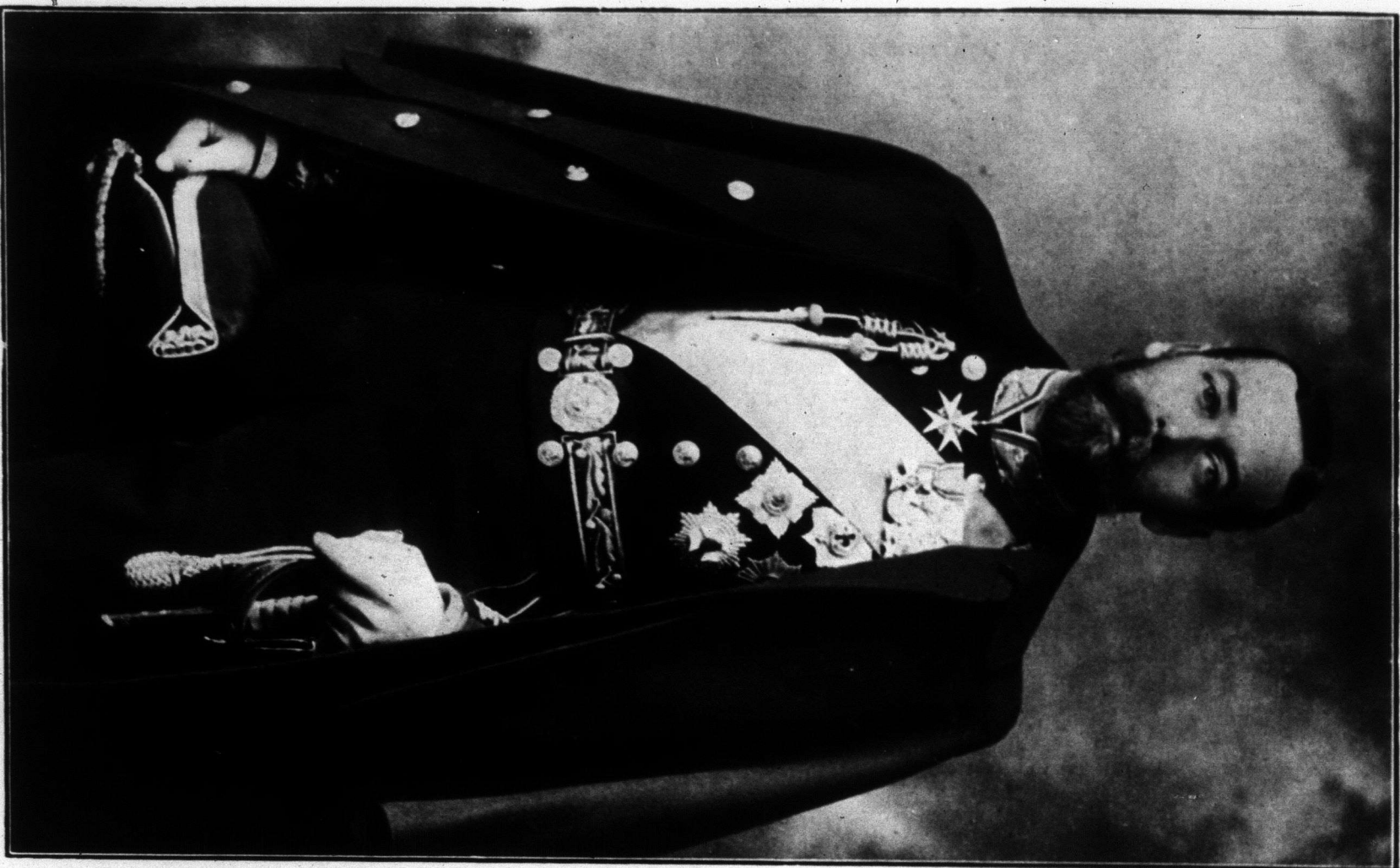


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KING GEORGE V.



QUEEN MARY.



# The Educational Review.

Devoted to Advanced Methods of Education and General Culture.

PUBLISHED MONTHLY.

ST. JOHN, N. B., MAY, 1911.

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Editor for New Brunswick.

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Editor for Nova Scotia.

## THE EDUCATIONAL REVIEW.

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THE EDUCATIONAL REVIEW,  
St. John, N. B.

The month of June this year will be "King's" month—"Long live the King!"—the 3rd being the forty-sixth anniversary of his birth and the 22nd Coronation Day. Both these days will no doubt be proclaimed public holidays. As the King's birthday falls on a Saturday the following Monday should be observed as the school holiday according to regulations. But June is a busy month with teachers and scholars, and the REVIEW makes the suggestion that Monday, June 5th, be observed as a regular school day. This would no doubt be satisfactory to teachers, and the government it is presumed would willingly condone any such infraction of regulations.

Dr. Borden has been principal of the Ladies' College for twenty-six years, nearly half the period of its existence. He is a man of marked characteristics, possessed of fine executive ability, eloquent as a preacher, and has the confidence of his students and the denomination.

The greater part of this number is given up to the consideration of Empire Day. Teachers will find abundant material for lessons on the flag, the geography of the British Empire, the approaching coronation, with sufficient from the poets to celebrate the day in a becoming manner.

May 5th was observed as Arbor Day in Nova Scotia Schools. In New Brunswick, where the choice rests with the Inspectors, May 12th has been appointed in most if not all of the counties.

In New Brunswick the first provincial Arbor Day was observed May 20th, 1887, although some counties, notably Charlotte and Carleton, observed special arbor days a year or two before that. In Nova Scotia Arbor Day was observed as early as 1884.

This number completes the twenty-fourth volume of the REVIEW. A valued subscriber now teaching in Quebec says:

I began to take the REVIEW in 1891, just as I was leaving Normal school and have continued to take it ever since. I am sure your readers appreciate the fact that you give us a clean journal, without any objectionable advertising features.

Dr. Charles Harris who is taking the famous Sheffield choir around the world is a believer in the inspiring effects of good singing. He says: "It is not for the purpose of furnishing a musical treat or to foster a love for the study of music that we are taking all this trouble and expense, but it is to bring the different units of the empire in closer touch with one another."

Dr. B. C. Borden who for many years has been the capable principal of the Mt. Allison Ladies' College has been appointed president of Mt. Allison University in succession to Dr. David Allison who retires this month.



### Prince Edward Island Schools.

The report of Dr. Anderson, Chief Superintendent of the schools of Prince Edward Island, shows that there were 591 teachers employed during the year ending 30th September, 1910, a decrease of four over 1909. The male teachers number 210, female 381, so that it will be seen the disproportion between the two sexes is not so great as in other eastern provinces. The number of pupils enrolled in the schools was 17,932, a decrease of 141 as compared with the year 1909. It appears that there has been a steady decline in the attendance since 1900 when it was 21,289. This somewhat alarming decrease is accounted for by the removal of so many young men and women from the province, chiefly to the Canadian west. The average attendance, however, during the past eight years has shown a small but steady increase, being nearly 65 per cent. during the past year. The enrolment in the schools shows that the boys exceeded the girls by over 1,200. The proportion of population at school is one in five and the expenditure for each pupil in average attendance is \$16.68. The number of vacant schools in the province during the last decade is surprisingly small.

"Perhaps the most fertile source of non-attendance," says Dr. Anderson, "is the frequent change of teachers. A large proportion of the schools have a different teacher every year, some of them have two, and in a few cases three teachers in the course of a year. It manifestly follows that teachers and pupils have not time to become acquainted with each other, a mutual interest is hard to establish, and on both sides there is nothing but what we might designate as mechanical intercourse."

There has been a steady increase during the past ten years in the matter of local support of schools, so that out of 479 school districts there are now but 31 which pay no supplement beyond the government grant. One of these, a first class graded school in Queens County, holds the unenviable distinction of not contributing one cent to the salary of its teachers!—A case probably that has few if any parallels in this country of "free" schools.

Dr. Anderson asks from the people of the Island a more liberal reward for teachers and a better equipment for their schools, and recommends that an education tax be imposed, collected and disbursed by the government.

### Schools of Quebec.

The total number of schools including universities, classical colleges and special schools, in the province of Quebec is 6,760 with a teaching staff of 14,000, of whom 5,805 are ecclesiastics and 8,195 lay teachers; of the latter nearly 7,000 are women. The attendance at these educational institutions during the year 1909-10 was 394,915 pupils an increase of 7,552 over the preceding year. Much activity is reported in building new school houses on modern plans. The Roman Catholic elementary schools numbered 4,727, with an increase of 83 during the year; the number of Protestant elementary schools was 596 with no increase over the previous year.

### Schools of Ontario.

The Minister of Education for Ontario, Hon. R. A. Pyne, reports many improvements in the educational conditions of the province,—the average salary paid to teachers steadily increases; school boards show a readiness to spend the money required for new and more modern school buildings, and for better equipment. The number of enrolled pupils for 1909 was 456,302, an increase of 3,081 over the previous year. The urban schools showed a gain of 6,078, the rural schools a decrease of 2,997. The percentage of attendance was 60.17, a slight increase over the previous year. The total expenditure upon the elementary schools of the province was a little over eight millions of dollars, and the cost of educating each pupil is \$17.84 an increase of 32 cents over 1908. The continuation schools numbered 128, with an enrolled attendance of 5,866, an increase of 549 for the year.

### Schools of British Columbia.

The Superintendent of Education, Dr. Alex. Robinson, reports the total enrolment in all colleges and schools of British Columbia for the year ending June 30, 1910, to be 39,822, an increase of 3,595 over that of the previous year. The number of boys was 20,449 and of girls 19,373, but in the high schools the boys numbered 919, the girls 1,122. The percentage of regular attendance was 70.54, the highest in the history of the public schools of the province. The total cost of education was \$1,917,236 compared with \$1,547,700 for the previous year, and the cost of educating each pupil in average daily attendance was \$21.78, the highest, if we mistake not, in Canada.



### The History of Empire Day.

Where in the King's Dominions was Empire Day first celebrated? It was first celebrated in Canada. Mrs. Fessenden of Hamilton, Ontario, did much to bring it about, so did Hon. Geo. W. Ross, late Minister of Education in Ontario, now Senator Ross; and to the influence of Lord Meath more is due than to any other single person in making it a real Empire Day throughout the King's Dominions.

Pamphlets and newspaper articles have been written to prove that Mrs. Fessenden or Mr. Ross originated the idea. But it cannot be said that Empire Day originated with them, although they did much to put the idea into practical shape. The simple and fairest way would be to regard it as the product of the experience and planning of many people working along similar lines. This opinion should have weight with those who would ascribe to one person the merit of originating the idea.

In the EDUCATIONAL REVIEW for June, 1890, there appeared a model lesson for the schools on the "Union Jack," from the pen of one of its editors, Dr. A. H. MacKay, now Superintendent of Education for Nova Scotia. This lesson, illustrated with home-drawn figures, was expressly intended to aid instruction on the flag and the Empire, on flag days, the 24th of May and July 1st being mentioned. It is re-produced in this issue, just as it appeared in 1890, to show that it has the germ of Empire Day in it.

The REVIEW does not claim to have originated Empire Day, but it modestly puts forth the claim to have been one of the forces working in that direction. The merit of "discovering" Empire Day, as we have before said, belongs to no individual. It should be regarded as anonymous, or as being evolved from the thought and experience of many individuals, working in many ways and through many years.

### A New List of Plants.

Our readers will be pleased to learn that a new list of the plants of the Maritime Provinces has been in course of preparation for some months past. It was intended to publish this list early this summer and to send a free copy to each teacher in Nova Scotia, New Brunswick and Prince Edward Island. Owing to a press of work in the Government Printing Bureau at Ottawa, where the list will be published, it has been found necessary to

change this plan, and the work will probably not be completed until early next winter.

The list will give the common and scientific names of the ferns and flowering plants known to occur in the Maritime Provinces with notes on their distribution, places where they have been found, if not common, and the names of observers. The system of naming the plants will follow that adopted in the seventh Edition of Gray's Manual of Botany.

The editor of this annotated list is Professor John Macoun, the veteran botanist, who has been a most enthusiastic student of plants all his life, and who, since the organization of the Geological and Natural History Survey of Canada, has held the position of government botanist. He has explored every province of the Dominion, has studied the plants and their environment during years of unremitting intelligent work, and his name is known throughout the world as the highest authority on Canadian plants.

Professor Macoun is assisted in this work of preparing a new list of Maritime Province plants by Dr. A. H. MacKay of Nova Scotia, G. U. Hay of New Brunswick and L. W. Watson of Prince Edward Island, who, in addition to assistance in editing the list, will contribute a historical sketch of the botany of the provinces they represent.

It is important that every student of plants in these provinces should be diligent in collecting and studying the rarer plants and investigating sections not previously well known to plant-students, and in sending the results of their investigations to the above named committee of editors for these provinces. All such results should be in their hands before the middle of August.

The secretary of the Summer School of Science reports a larger number of applications for membership than in former years. Dr. D. W. Hamilton of the Fredericton Normal School staff will have charge of the department of agriculture and school gardening, made vacant by the removal of Dr. Andrews to Regina. Professor H. H. Hagerman, of the normal school staff, will be the instructor in drawing, Professor Barlow being unable to attend. The board of management have been fortunate in securing the services of such competent instructors as Professors Hamilton and Hagerman. Persons intending to attend the school should make early application to the secretary, J. D. Seaman, Charlottetown, P. E. I.



## Canada.

Thou land for gods, or those of old  
Whom men deemed gods, of loftier mould,

Sons of the vast, the hills, the sea:  
Masters of earth's humanity:

I stand here where this autumn morn  
Autumnal garbs thy hills adorn;

And all thy woodlands flame with fire  
And glory of the world's desire.

Far northward lie thy purple hills;  
Far vast between, thy great stream fills,

Ottawa, his fleet tides impearled,  
From deep to deep, adorn the world.

O, land by every gift of God  
Brave home of freeman, let thy sod,

Sacred with blood of hero sires,  
Spurn from its breast ignobler fires;

Keep on these shores, where beauty reign  
And vastness folds from peak to plains

With room for all from hills to sea,  
No shackled, helot tyranny;

Spurn from thy breast the bigot lie,  
The smallness not of earth or sky;

Breed all thy sons brave stalwart men,  
To meet the world as one to ten.

Breed all thy daughters mothers true.  
Magic of that glad joy of you,

Till liberties thy hills adorn  
As wide as thy wide fields of corn.

Let that brave soul of Britain's race  
That peopled all this vastness, trace

Its freedoms fought, ideals won,  
Strength built on strength, from sire to son

Till from thy earth-wide hills and seas,  
Thy manhood as thy strength of trees,

Thy liberty alone compare  
With thy wide winnowed mountain air,

And round earth's rim, thy honor glows,  
Unsullied as thy drifted snows.

—William Wilfred Campbell.

## The Union Jack.

(From The Educational Review, June, 1890.)

TEACHER. When we hoist our flag on the 24th of May, or on the 1st of July, what do we really pay our respects to when we honor the flag? Is it the cloth or the design?

S. No. Of course not. There may be better cloth and more beautiful designs which we never treat with similar respect.

T. Your argument is good. What do we really pay our respects to, then?

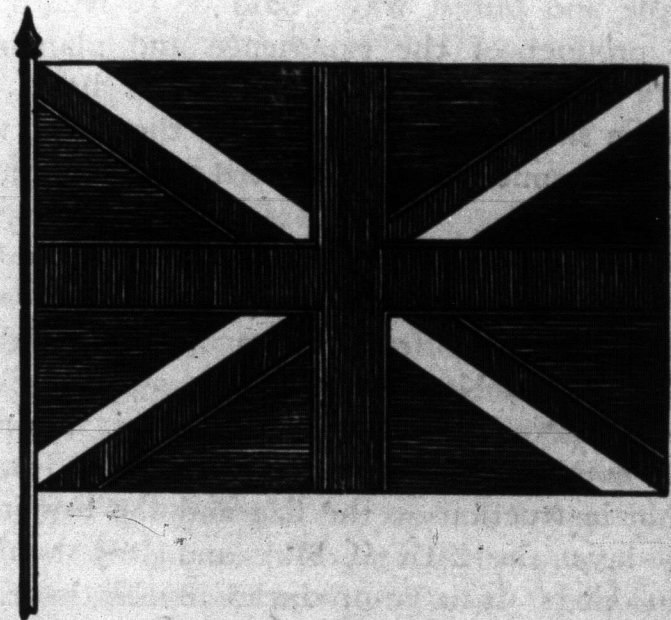
S. To what the flag represents.

T. What does the flag represent? The Queen, is it?

S. No, The flag was before the queen was.

T. The government then? There was no flag before there was some kind of government.

S. I think it represents more than the government, although I can't say exactly what it is. We never think about the government when we cheer for the flag.



T. What do you think about, then, when you cheer for the flag?

S. Of the great things done by people who carried it as we do.

T. Very good. You have a very clear idea. The flag represents the people and what they did. Now what have the people done?

S. They won great victories over other peoples.

ANOTHER S. When they conquered other people they left them better off than they found them.

ANOTHER S. They made good laws.

ANOTHER S. They tried to become good and noble, to put down what was wrong and to help others to be good and noble.

T. Yes. A great many of them have been distinguished in that way; what more?

JACK. The people have also made their own government, so that the flag represents the government, the people, and what the people have done.

T. Capital, Jack. Your idea is quite comprehensive. What is our flag called?

S. The British flag.

ANOTHER S. The British Ensign.

ANOTHER S. The Union Jack.

ANOTHER S. The Meteor flag of England.



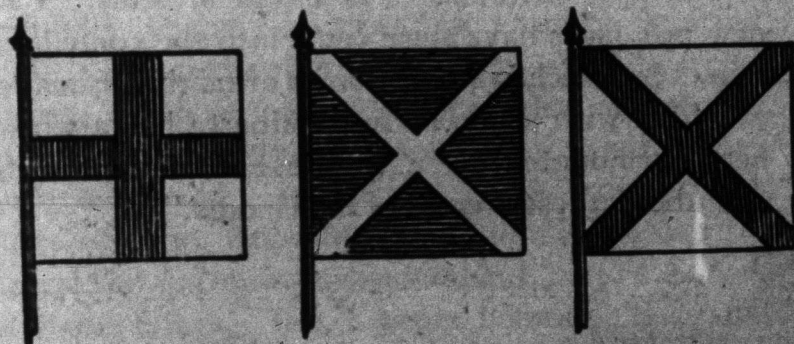
**JACK.** The flag that braved a thousand years the battle and the breeze.

**T.** Well, you are right and wrong. We shall see how. While England's flag has braved the battle and the breeze for a thousand years, the *Union Jack* figured above has been in existence only eighty-nine years to date.

**S.** How is that?

**T.** The Union Jack is not England's flag any more than it is that of Scotland or Ireland. The English patron Saint was St. George; and St. George's cross was a red vertical and horizontally armed cross on a white banner. St. Andrew's cross was a white diagonally armed cross on a blue banner; St. Andrew was the patron Saint of Scotland. The patron Saint of Ireland was St. Patrick, whose cross is a diagonally armed red one on a white banner. And the English, Scotch and Irish, were once separate kingdoms, with their own banners. Here they are:

In heraldry vertical shading lines represent red, horizontal



shading lines blue, and the absence of any marking white.

**T.** When were England and Scotland united?

**S.** In 1603.

**T.** Well, it is then the first Union Jack came into existence. It was a Union of the banners of St. George and St. Andrew.

**S.** What was it like?

**T.** A blue banner with the St. Andrew's cross covered with the red cross of St. George. When was Ireland united to England and Scotland.

**S.** In 1801.

**T.** Well, on that occasion the red cross of St. Patrick was added to the Union Jack; and so that it would not cover out of sight the white cross of Scotland, the Scottish and Irish arms of the cross are matched alternately against each other.

**S.** Then the Union Jack is called the *Union* because it is a union of the English, Scottish and Irish crosses, and this represents the united three kingdoms.

**JACK.** And the *Jack*, because it was the English Jack, the sailor, who won for it the most glory at first.

**T.** Very good.

**S.** It is not the English flag then?

**T.** No more than it is the Scottish or Irish flag. The English cross is in front; but the whole blue field, as well as the white cross is Scottish. It is the Scottish banner plus the cross of St. George and St. Patrick. It is now the British flag—the flag of the world-wide Empire.

**S.** What is the British Ensign?

**T.** It is a red flag with the *Union* in the upper corner next the flag staff. The part most distant from the staff is called the fly. This flag is also known as the British Merchant Flag. The Naval Reserve Flag has a blue fly. The Man-of-War flag has a white fly divided by a St.

George's cross, the upper inner angle of which is filled with the Union. The flag of the Admiral of the Fleet is simply the Union; of the Lord Lieutenant of Ireland, a union with a harp in the centre. There are many modifications of the flags to indicate particular kinds of service; but we are concerned only with the Union Jack and the Ensign.

**S.** Isn't there a modification of the Ensign which indicates the Dominion of Canada?

**T.** So there is. And as it is so near Dominion Day, I must let you know it. The Dominion Flag is simply the British Ensign with the Canadian Coat of Arms on the fly.

**S.** And what is the Canadian Coat of Arms?

**T.** Here it is, on the shield between the supporters, the Lion and the Unicorn.

Canada is made up of its provinces; and its Coat of Arms consists of those provinces "quartered," as the heraldic term is, on the one shield.

**S.** The Canadian Flag, then, represents the Empire generally and each Province in particular. Which of them are the Arms of Nova Scotia?

**T.** The fish with two thistles above and one below in the centre of the shield.

New Brunswick's is on the left. What is it?

**S.** A ship with a lion above it.

**T.** Prince Edward Island's at the bottom on the right?

**S.** The little tree under the great one.

**T.** British Columbia's to the left?

**S.** The wreath and crown.

**T.** Manitoba's to the right of Nova Scotia?

**S.** The buffalo and red cross.

**T.** Quebec's, the upper right corner?

**S.** The three maple leaves, lion and two fleur-de-lis.

**T.** Ontario's on the left side?

**S.** The three maple leaves and red cross.

**T.** What is the tendency of civilization—to break up countries into small independent states, or to unite small states into larger ones?

**S.** Union is the tendency.

**T.** What advantage is there, generally speaking, in union under one government?

**S.** All matters in the united countries will be settled by law; while if they were separate they might be settled by war.

**T.** Which is the most widely spread empire in the world?

**S.** The British Empire.

**T.** Is it united into one?

**S.** Yes, but not so closely as smaller states.

**T.** Would it be any advantage if all the world were united in one great state?

**S.** I think it would. They would settle matters then by their laws, and there would be, perhaps, no possibility of war; and there might be fairer trade.

**T.** Perhaps. What orders of governments subordinate to each other are covered by our flag, beginning with the smallest.

**S.** The School Section Corporation, then the County Municipality, then the Province, then the Dominion, then the Imperial Government.

**T.** What might come next?

**S.** Perhaps Tennyson's federation of the world and parliament of man.

**T.** Well, the Union Jack has evidently the lead in this great work of union. Hurrah for the Union Jack.



In order clearly to describe the coats of arms of the different provinces we here reproduce the illustrations from Mr. Vroom's article on "The Arms of the Provinces" from the REVIEW of May, 1908. Mr. Vroom says:

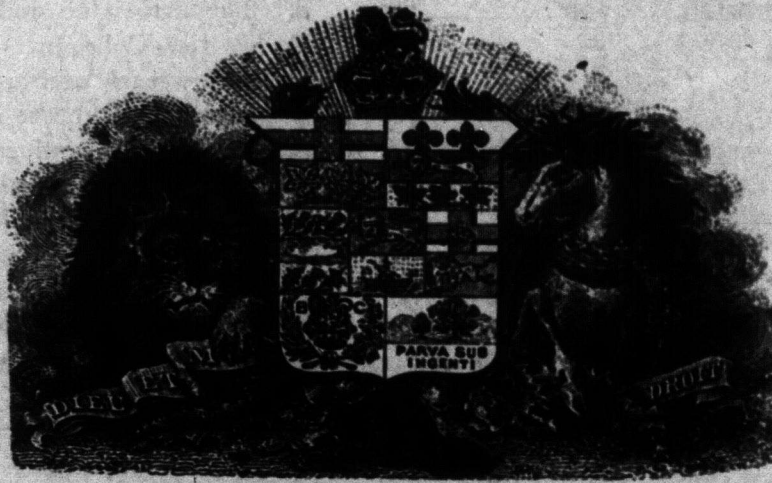
"The arms of the provinces are somewhat changed since 1890. The true arms of the Dominion, the only Canadian coat of arms ever duly authorized, include but the arms of the first four provinces, Ontario, Quebec, Nova Scotia and New Brunswick. If the arms of the other five provinces are added, it makes a shield of nine "quarters," and there is no prescribed arrangement for the nine parts.

"The arms of the first four provinces are as above described: Ontario, three maple leaves with the cross of St. George above; Quebec, two fleur-de-lis and three maple leaves, with a lion of England between; Nova Scotia, a salmon between three thistles; New Brunswick, a ship with a lion above. The arms of Manitoba, correctly represented, are a bison standing on a rock, with the cross of St.

George above; the bison is not running, as shown in the old illustration, and there is no crown in the centre of the cross. British Columbia has a coat of arms representing the rising sun on a background of wavy lines, with the Union symbol above having in the centre a crown, the latter added so that it will not be an exact copy of the Union Jack. The crown and wreath shown in the old illustration were the design of the provincial seal, not a true coat of arms. The same is true of the device representing Prince Edward Island in the old illustration. The arms of the province, granted since that time, are the trees with a lion of England above; and the words "*Parva sub ingenti*" are omitted, because a motto, though quite appropriate in a seal, is out of place in a coat of arms. Two new provinces have since come into the confederation. Saskatchewan has for its arms three sheaves of wheat with a lion above. Alberta has a wheat field surmounted by a prairie and distant hills, and above these a cross of St. George."



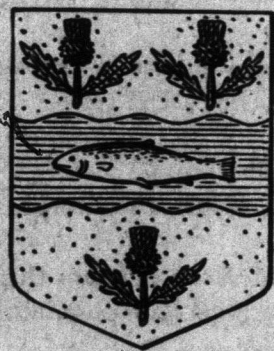
Ontario.



CANADA.



Quebec.



Nova Scotia.



New Brunswick.



P. E. Island.



Manitoba.



Saskatchewan.



Alberta.



British Columbia.



For The Educational Review.]

### A Practical Empire Day.

Each year it comes to me more forcibly that, unless there is previous enrichment and subsequent cultivation of the mental soil, the seed sown by these special days in school produce little or no mental or material development.

Even after my most popular and spectacular Empire Day celebrations, I have doubted, so far as the children were concerned, that the hearty cheers, rousing songs and patriotic declamation meant anything better than the unintelligent zeal of a mob. In spite of well-discussed geography and history lessons, in the midst of daily papers and a city environment, the pupils' conceptions of the empire and their own relation to it were painfully vague, incorrect, or entirely wanting.

As a suggestion for the betterment of this condition, which is far too common, let me tell you of the only satisfying Empire Day celebration I ever witnessed. It was in an isolated school; there was no flag-raising, no public speaker, no procession. Don't misunderstand me; I believe in these things. But I never before or since felt the concreteness, nearness and oneness of a world-wide empire as I did while those children went ahead and talked about the "Five Nations" and their affairs as if they were next-door neighbors.

A boy whose brother had been in the South African war gave an account of some experiences and acquaintances there. He read Kipling's "Parting of the Columns," and it seemed quite true that

"Dawson, Gaul and Montreal, Port Darwin, Timarie,  
They're only just across the road . . . . ."

Then a girl spoke of the Canadian young women who had gone out as nurses or teachers, and read part of Kipling's "Dirge of Dead Sisters." (These two, I believe, were the only high school pupils present). A grade eight boy read a paper on the systems of government in the empire. It was a clear and correct, though childish comparison of the new order of things in South Africa, the Imperial protection and native rule of India, the self-government of Canada and Australia, the progressiveness of New Zealand. He even touched on Home Rule for Ireland! And he evidently understood, for he made it quite plain, the practical as well as the sentimental connection of the young nations with the motherland. Some one read "My Lady of the Snows."

"A nation spoke to a nation, a queen sent word to a throne,  
Daughter am I in my mother's house, but mistress in my  
own," etc.

Several letters were read from school-children in Wales, West Indies, New South Wales and Newfoundland, making the everyday life in these far-apart homes very real to us. I noticed on the blackboards, which were decorated with colored drawings of flags, British and Colonial coats of arms and emblems, a list of Men of Empire, some of whom — perhaps all — were referred to. I remember brief accounts of the imperial services of King Edward, Mr. Cecil Rhodes, the Hon. Joseph Chamberlain, Rudyard Kipling and Lord Strathcona. Particularly bright and humanly interesting was a seventh-grade lad's paper on the Rhodes scholarships,—their founder, their purpose, the home colleges that offer them, and what some of the Rhodes scholars are doing toward empire-building. The writer told me afterward that he intended to work in the mill in summer and go to college in winter. He did not seem to see any "great gulf fixed" between a Canadian lumberman and a Rhodes scholarship.

The programme was not all of this nature. The lower grades were well represented, and there was plenty of singing — well-blended part-singing too, in which the teacher made her first appearance, leading as a choir-master does; and there was no dragging.

Now, how long do you suppose they were preparing for that Empire Day? The formal preparation of the programme numbers took less than a week, but the material was part of the year's stock. Piles of magazines, pictorial and other, lay on the front seats and lower bookshelves. Newspaper clippings were there, with letters and essays quite as good as those just read. The teacher and some of the boys who piloted me around talked about London and the Scottish Highlands as if they had been touring Great Britain, but none of them had been outside their own province.

I was inclined to wonder that, on such a comprehensive programme, there was nothing, outside the songs, on the origin and growth of the British Empire. But time was limited and, I suppose, other programmes to come.

I have just one other suggestion for the bringing of the Empire nearer home, or rather one more plea for Empire Day. To the child, "empire," "nation," government, "" may mean anything or nothing. The country child in particular has a poor substratum of percepts upon which to build such large concepts. But he knows when the road is



bad and he can't get to school or in to town; he knows how often the mail comes and how it comes; he knows where the railroad is or where the vessels come in, and how he would go to such and such places. He can readily see the value of good roads for easy and rapid communication; of harbor or river for trade; of forests, of fisheries, of mines, of farms, of factory, as the case may be, for making a living. He can be taught to feel pride and loyalty toward his village, his school, his farm, his person; and to desire *and do* the best he knows for them. He can be shown the connection of honesty, industry and education with prosperity. Then, as his outlook widens to Canada and the Empire, he will see that their greatness depends upon these same principles and he will come into his inheritance of responsible citizenship. For your school-section is to the Empire what a living cell is to the complex human body.

But you cannot do all this in one day; it is a part of that enrichment and cultivation which I took as my text. However, you can have discussions and papers or an informal talk along these lines on your Empire Day programme. For you are not merely celebrating or entertaining, you are educating empire-makers. Certainly let them have the cheers and the flag-waving; by all means teach them to sing patriotic songs, and imbue them with intelligent enthusiasm; but give them also—do give school-children a practical Empire Day.

April 20, 1911.

J. W. M.

### Empire Day Selections.

Britain's myriad voices call,  
"Sons be welded each and all  
Into one Imperial whole,  
One with Britain heart and soul!  
One life, one flag, one fleet, one throne,  
Britain, hold your own,"

—Tennyson.

We love our land, as the sons, as the sons their mother,  
And her deep hills as our mother's breast,  
Nor can that love be given on earth to another,  
Though beautiful faces beacon us East and West;  
Hers was the first, Hers was the best,  
To Her we must return,  
To those old misty eyes that wait and yearn,  
And the remembering breast;  
We turn to Her, as the children turn to their mother.

—Alfred Noyes.

The pillars of our empire stand  
In unforgotten graves;  
We built dominion on the land,  
And greatness on the waves;  
Our empire on the waves.  
Established firm and sure,  
And founded deep in ocean's caves  
While honor shall endure.  
Our flag on every wind unfurled,  
Proclaims from sea to sea  
A future and a nobler world  
Where men and thoughts are free;  
Our men, our thoughts are free;  
Our wars are waged for peace;  
We stand in arms for liberty  
Till bonds and bondage cease.

—John Davidson.

Every page of our history is redolent of fame, and there is not a second of the year unhallowed by some glorious reminiscence. The nation of which we form a part, and of which we are neither serfs nor bondsmen, but free, equal and unfettered members, has no parallel either in ancient or modern times. It extends to every quarter of the globe, the sun never sets on its surface; and by whom shall its boundaries be defined? The seas are but highways for its commerce; the winds but the heralds of its greatness and its glory! Nor are its mighty energies wielded to oppress or destroy—but to protect, to enlighten, to benefit mankind. From countries the most despotic and debased, the eyes of the slave have wandered toward the unquenched and unquenchable fires of British liberty, and his spirit has rejoiced in the assurance that sooner or later some spark would fall upon the smothered energies of his land.—Joseph Howe.

Canada is to-day receiving immigrants at a rate unparalleled in the history of the world; at the same ratio to population 3,500,000 people would land in the United States in a single year. The hard Northern climate leaves no room for the loafer. Men must work or freeze. Energy, self-reliance, pride, grow amid such conditions, and they need careful handling. My hope for the future is that a Britain brought daily into closer touch with the vital needs of the masses of her people, and a Canada sobered and chastened by a grave sense of responsibility as member of a world-wide empire, may work together in pursuit of a high Christian civilization.—Professor Geo. M. Wrony.

Men of Harlech! young and hoary,  
Would you win a name in story!  
Strike for home, for life, for glory!  
Freedom! God and right.

—Patriotic Song of Wales.

Wherever I wander, sweet isle of the ocean,  
My thoughts shall still turn to thine emerald shore;  
Ah! still shall my heart beat with fondest emotion,  
While musing on scenes I shall visit no more.

—Anon.



My own Canadian home,  
Wherever I may roam,  
I love thee best.  
Land where our fathers sleep,  
Who crossed the stormy deep,  
Their memory green we keep,  
Cherished and blest. —*Rev. E. H. Dewart.*

O England! be thou wise as strong,  
Towering above the envious throng,  
Thy watchword this and battle-song—  
For God and right. —*Anon.*

White is the white on our flag, boys!  
The honor of our land,  
Which burns in our sight like a beacon-light,  
And stands while the hills shall stand.  
—*Frederick George Scott.*

Ye, too, whose fathers from once royal France  
First plied the shuttle of our destiny,  
Come, tread with him the pathway of romance,  
Who from sweet vineyards of fair Brittany  
Set his frail vessel toward a life of shock,  
Through perilous seas of undivided foam,  
And in the shadow of this frowning rock  
Laid the foundation of our boundless home.  
Quebec.—*W. P. Osborne.*

O Caledonia! stern and wild  
Meet nurse for a poetic child!  
Land of brown heath and shaggy wood,  
Land of the mountain and the flood,  
Land of my sires! What mortal hand  
Can e'er untie the filial band  
That knits me to thy rugged strand?  
—*Sir Walter Scott.*

England, with all thy faults I love thee still,  
My country! and while yet a nook is left  
Where English minds and manners may be found,  
Shall be constrained to love thee.  
—*Cowper.*

They who make two blades of grass grow where  
one grew before, and who teach how to coin from  
sunshine and dew an extra ton of butter-fat for a  
ten-acre field, are blessing the world with the  
necessary material possibilities of advancement,  
civilization, intellectual and moral progress. And  
they who make industry interesting and lift toil  
above drudgery are among the world's true and  
great benefactors.—*A. Boynton Storms (Educational  
Foundations.)*

### What Trees to Plant.

Elms, oaks, and maples are to be had almost  
anywhere, and are easily transplanted. They are  
as beautiful as any trees to be found, and are in  
every way well adapted for the school-ground.  
They grow on a great variety of soils, and can be  
easily raised from seed if young trees are not  
available. The school-ground being permanent  
and the need of trees continuous, for the most  
part long-lived trees should be used. But where  
the present need of trees is great, there is another  
side to the question. A short-lived tree grows  
quickly, coming into early usefulness, and serves  
its purpose for from twenty-five to fifty years.  
A long-lived tree usually grows more slowly, but  
serves its purpose for a century or more. In  
many cases it is advisable to use the two kinds,  
planting them alternately in the rows, so that the  
long-lived trees will become useful about the time  
the short-lived trees reach maturity. The latter  
can then be removed, leaving the ground to the  
long-lived trees. In all cases, an ultimate stand  
of such trees as elms, oaks, rock maples should be  
the aim.

The first rule to lay down is to plant only the  
kinds that are known to be hardy. A school-  
ground plantation is no place for experiment.  
Naturally the trees will have to endure greater  
hardships than those of a private plantation; they  
will be likely to have less cultivation and be subject  
to more abuse. No matter how strict the rules,  
the soil about them will be more or less trampled,  
and twigs will sometimes be broken from their  
tops. Any tree that cannot endure moderate  
abuse of this kind should not be given a place on  
the school-ground.

In the holding together of the British race, and  
the consequent maintenance of peace Canada must  
inevitably play a part second at any rate only to  
the mother isles. If the future of the world lies as  
I say with the English-speaking people, you are  
by building up Canada with a strong, industrious,  
enlightened people creating a factor, which must  
eventually weigh very heavily in the scales of the  
world.—*From speech by Editor Palmer of Financial  
News, London.*

I appreciate the REVIEW very much in every  
respect. Especially do I find the Current Events,  
in such condensed and precise form, most useful.  
I wish you continued success.  
E. F. M.



## Canada.—An Ode.

Read at the Special Meeting of the Royal Society of Canada on the Occasion of the  
Quebec Tercentenary, July 22nd, 1908.

Out of the clouds on Time's horizon, dawneth the new Day, spacious and fair:  
White-winged over the world it shineth; wide-winged over the land and sea.  
Spectres and ghosts of battles and hatred flee at the touch of the morning air:  
Throned on the ocean, the new Sun ariseth; Darkness is over, we wake and are free.

Ages of ages guarded and tended mountain and waterfall, river and plain.  
Forests that sighed with the sorrows of God in the infinite night when the stars looked down,—  
Guarded and tended with winter and summer, sword of lightning and food of rain,  
This, our Land, where the twin-born peoples, youngest of Nations, await their crown.

Now, in the dawn of a Nation's glory, now, in the passionate youth of Time,  
Wide-thrown portals, infinite visions, splendors of knowledge, dreams from afar,  
Seas, that toss in their limitless fury, thunder of cataracts, heights sublime,  
Mock us, and dare us, to do and inherit, to mount up as eagles and grasp at the star.

Blow on us, Breath of the pitiless passion that pulses and throbs in the heart of the sea!  
Smite on us, Wind of the night-hidden Arctic! breathe on us, Breath of the languorous South!  
Here, where ye gather to conflict and triumph, men shall have manhood, Man shall be free;  
Here hath he shattered the yoke of the tyrant; free as the winds are the words of his mouth.

Voice of the infinite solitude, speak to-us! Speak to us, Voice of the mountain and plain!  
Give us the dreams which the lakes are dreaming—lakes with bosoms all white in the dawn;  
Give us the thoughts of the deep-browed mountains, thoughts that will make us as gods to reign;  
Give us the calm that is pregnant with action—calm of the hills when the night is withdrawn.

Brothers, who crowd to the golden portals—portals which God has opened wide—  
Shake off the dust from your feet as ye enter; gird up your loins, and pass within;  
Cringing to no man, go in as brothers; mount up to kingship side by side:  
Night is behind us, Day is before us, victories wait us, heights are to win.

God, then, uplift us! God, then, uphold us! Great God, throw wider the bounds of Man's thought!  
Gnaws at our heart-strings the hunger for action; burns like a desert the thirst in our soul:  
Give us the gold of a steadfast endeavor; give us the heights which our fathers have sought.  
Though we start last in the race of the Nations, give us the power to be first at the goal.

—Frederick George Scott.



### The English Coronation Ceremony.

To the four hundred and ten odd million inhabitants of this world who can claim to be British subjects, perhaps the most interesting event of the past decade was the Coronation of Edward VII. Now, the ceremonial prescribed for the Coronation of English Sovereigns has been guarded with jealous care and preserved almost intact throughout the storms of religious reform and political revolution, although minor changes have, of course, crept in from time to time, as in the case of King Edward VII., when the ceremonial was curtailed in order to save the King needless fatigue after his severe illness. Some of the ceremonies are survivals of feudalism and chivalry, and thus may seem somewhat incongruous in the twentieth century; but they gain interest and dignity when it is remembered that they have existed for over a thousand years, that for ten centuries, that is, English kings have been crowned with these same ceremonies, while the same hymns were sung and the same prayers prayed.

The Abbey itself is a vast cemetery, and as the King proceeds to his throne he must tread on the dust of heroes, statesmen and former kings and queens.

Just now, as before Edward VII.'s Coronation, we hear a great deal about the Court of Claims. The first fully recorded hearing of this Court is of one held by John of Gaunt, before the Coronation of Richard II., in 1377. The Countess of Norfolk then claimed to perform the office of Earl Marshal of England—hereditary in the Howard family; the Lord of the Manor of Farnham claimed the right to present the gloves the Sovereign wears when he holds the sceptre; the Countess of Pembroke begged to be "napier," or to take charge of the napery used at the Coronation banquet; her young son, the earl, petitioned to present the golden spurs and the second sword of Justice; while a baron of the Cinque Ports claimed the right to hold the canopy.

At the sitting of the Court of Claims in 1901 two claimants appeared for the honour of presenting the glove, which is now the privilege of the Manor of Worksop, owned by the Duke of Norfolk; and four peers claimed the right to be Lord Great Chamberlain. The Duke of Norfolk claims to be chief butler at the banquet, the Earl of Denbigh chief carver, and the Earl of Warwick chief "pameter" or bread bearer.

When the proclamation of the date of the Coronation is made, in memory of the olden days when

news travelled by word of mouth or by beacon fire, the ancient custom of proclaiming the date by the town crier is still kept up. One Coronation custom which is now quite in abeyance, is for the Sovereign to spend the eve of his crowning in the Tower of London, and thence to set out on a Royal progress through the city to Westminster Hall and thence to the Abbey. Charles II. was the last monarch to do this. In his day two gentlemen, representing the Dukedoms of Normandy and Aquitaine, which once belonged to us, still followed the Sergeants-at-Arms. Not till 150 years after we had lost our last possession in France, was the custom discontinued of representing these two provinces at a king's coronation.

The Regalia have for centuries past been kept in the Tower, where in 1841 they were nearly destroyed by fire. A day or two before a Coronation they are removed from the Tower and placed in the Jerusalem Chamber of the Abbey—a room built about 1380, in which Henry IV. died in 1413. (See "King Henry IV.," Part II., Act V., Scene 5.) The Regalia are now brought from the Jerusalem Chamber on the Coronation day into the "annexe," a temporary structure at the western door of the Abbey, built only for a Coronation. Here the King and Queen robe, and here the Regalia are distributed to the various noblemen who have to carry them.

When the Royal procession, with the Regalia and all, arrives at the choir of the Abbey, the ceremony known as "the recognition" takes place. This has its origin in very early days, when Kings were "elected" or chosen by the people before being crowned. The first sovereign actually "recognised" was William I. The Archbishop advances and asks the people assembled whether they will choose their King, and they reply: "Yea, yea, God save the King," whoever it may be. William I. was "recognised" four times, but King Edward VII. only once (in order somewhat to shorten the service).

Instead of the King prostrating himself after the recognition, as King Harold did, he now kneels at the altar. He then presents his first oblation—a fine altar cloth, and a wedge of gold weighing a pound. The litany and sermon should here follow, but were omitted from the last Coronation. When, as in the case of King John in 1199, the sovereign being crowned is not the rightful heir, the sermon calls for much tact and diplomacy. The Bishop



of London has generally been called upon to preach the Coronation sermon, but not always.

The sermon being over, the Archbishop administers the Coronation oath. The King is asked: "Sire, are you willing to take the oath?" He replies, "I am willing." The next question is: "Will you solemnly promise and swear to govern the people of this United Kingdom of Great Britain and Ireland, and the Dominions thereto belonging, according to the Statutes of Parliament?" Then follow several other questions, and then laying his hand on the Bible, the Sovereign repeats the solemn oath: "The things which I have here promised I will perform and keep, so help me God!"

The Lord Great Chamberlain then hands the Sovereign implements of writing on a silver standish, and he signs the oath on a roll of vellum. These Coronation rolls with the signed oaths are kept in the records of the Court of Chancery.

The King is then divested of his robe of State, and ascends the Coronation chair for the anointing. Beneath the seat of this chair is a rough stone about which there are many legends. It is sometimes called King Edward's Stone, sometimes the "Stone of Destiny," and is said to be the one on which Jacob rested his head at Bethel, and to have been carried by his sons to Egypt. This, however, is only one legend out of several. Geologists say the Coronation Stone is a very ordinary boulder, which might have come from near Scone, or anywhere in Scotland. It is certain that on it the Scottish kings were crowned, and that in 1296 Edward I. brought it to the Abbey, whence it has only once been removed—for the inauguration of Cromwell in Westminster Hall.

About the sacred oil used in the anointing and the *ampulla* or vase of gold to contain it, there is a fifteenth century legend that the Virgin Mary appeared to St. Thomas à Becket, with a golden eagle and a stone phial in her hands, and that she gave these to him, saying that the oil was to be used for anointing the King, and that the eagle would bring him certain victory over his enemies. Now the *ampulla* is shaped like an eagle, and the head of it screws off when the vessel needs refilling. When used for the Coronation ceremony, however, the oil streams out of a hole in the beak, and is poured into a silver-gilt spoon, said to be the only item of the regalia that escaped destruction during the Commonwealth. This spoon is certainly over eight hundred years old.

The anointing is probably the most ancient of all the Coronation ceremonies. In Saxon days the Sovereign was anointed on the palms of the hands, the breast, the middle of the back, the shoulders, elbows and head; but since William IV.'s time he has been anointed only on the head, breast and hands. It was doubtless the disrobing necessary for so much anointing that caused the custom to arise of holding a canopy over the Sovereign during this part of the Coronation ceremony.

After the anointing, the investiture takes place, the vesting the King with the sacred vestments and emblems of royalty, symbolical of the old conception of the King as half priest, half soldier, head of the church and of the army. The first vestment, the *colobium sindonis*, is of fine linen, a sleeveless garment, edged with lace; then comes the *dalmatic* or *super-tunica*, a long jacket of cloth-of-gold, now woven with pink roses, green shamrocks and purple thistles, and fastening with a girdle. Formerly the Lord Great Chamberlain buckled the golden spurs on to the King's heels, but now

The King's heels are only touched with the spurs, while a Queen regnant merely places her hand on them. The Lord Great Chamberlain still girds on the King's sword, though Queen Victoria simply held the sword in her hand. Before the Sword of Justice is handed to the King, the Archbishop lays it on the altar and prays that the Sovereign may not use it in vain. When this sword is ungirt the King presents it as an offering on the altar—the oblation of the sword.

Then follows a quaint ceremony. When the sword is laid on the altar, the peer who first received it when the regalia were distributed, steps forwards and offers to redeem it for a price. Having redeemed it, he draws it forth from the scabbard and carries it unsheathed before the King during the rest of the ceremony. A hundred shillings is the traditional sum for redeeming the sword, and at King Edward's Coronation the Marquis of Londonderry redeemed the sword with a bag containing this number of new silver shillings.

Leaving the spurs and sword (symbolical of the days of chivalry) we come to the ecclesiastical and imperial emblems—the stole and the mantle. Edward VII.'s mantle was of cloth-of-gold, woven with pink roses, green shamrocks, purple thistles and the lotus flowers—the first time the emblem of India appeared on a Coronation robe. It was



embroidered with silver eagles, a symbol of independence from early Saxon days.

To the King, seated in the Coronation or St. Edward's chair, the orb is now brought, a globe of gold surmounted by a cross richly ornamented with pearls, sapphires and rubies. This is a symbol of power, dating back to the days of the Roman emperors. It may be remembered that Queen Victoria, when the orb was placed in her hand, did not exactly know what was expected of her, and asked Lord Thynne what she was to do with it. "Your Majesty must carry it, if you please, in your hand." "Must I?" said the Queen, "It is very heavy."

Next the ring is delivered. Each Sovereign now has his own ring. St. Edward's ring used to be used—"the wedding ring of England"—but this has long been lost.

Before the sceptres are presented the Lord of the Manor of Worksop offers the richly embroidered gloves. This is one of the few feudal ceremonies still remaining in the Coronation service. Having put on the gloves, the King grasps in his right hand the sceptre with the cross, while into his left hand is delivered the sceptre with the dove, an impressive exhortation being delivered meanwhile.

The actual crowning now takes place. The Archbishop goes to the altar, takes the crown in his hands, lifts it up, and, laying it down again on the altar, offers a short prayer. Then the Dean of Westminster takes the crown, and advances with the Archbishop and bishops towards the King. Richard Coeur-de-Lion, it is said, was in such haste to be crowned, that he went up to the altar himself, took the crown in his hands, and delivered it to the Archbishop. The Westminster boys will doubtless not forget in June next that they have always had the privilege of acclaiming the King on his Coronation in the Abbey. As the actual crowning of Edward VII. took place the peers and peeresses with one accord lifted their coronets and placed them on their heads; trumpets sounded, and the signal was flashed to the Abbey roof, whereupon the roars of artillery in Hyde Park announced that the King was crowned.

After the crowning comes the Archbishop's benediction, which the King kneels to receive. Since 1838 the Bishop's kiss, which used to follow, has been omitted.

The inthronisation which follows is a very old ceremony. Edward the elder was actually "lifted up" by his nobles, and according to the rubric of the Coronation the Sovereign should be actually

"lifted" on to his throne; but now the lifting is merely suggested by the Archbishop and bishops laying their hands on the King's arm, and conducting him to the throne.

Then comes a purely feudal, but a very picturesque ceremony, the homage, when first the lords spiritual and then the lords temporal do homage for the lands which they claim of the Crown. Then, at Edward VII.'s Coronation, the Prince of Wales, taking off his coronet, knelt and did homage to the King, with the other princes of the blood. Formerly they were classed with the peers.

The Queen Consort is now anointed on the head and receives crown, sceptres and ring. When the crown is placed on her brow the peeresses slowly lift their coronets and put them on their heads.

After the crowning of the King, and of the Queen Consort should there be one, preparations are made for the Communion, the King himself presenting the bread and wine used. He removes his crown and lays aside his sceptres before presenting the bread on the patena and the wine in the chalice to the Archbishop. (Here, at the last Coronation, the King and Queen made their oblations of fine altar cloths and wedges of gold.) After the Communion the Sovereign again puts on his crown, takes both sceptres and remains seated till the close of the service, when he proceeds in state, with the four swords and the Regalia borne in front of him to the Chapel of St. Edward, the choir meanwhile singing the Te Deum. The Regalia are handed over to the Dean of Westminster; the King's imperial vestments are removed, his robe of state being again given to him, and he reappears carrying in his right hand the sceptre with the cross and in his left the orb, and takes his place in the final recessional pageant.

In former days this procession proceeded to Westminster Hall for the Coronation banquet, given up in 1830. With this banquet many quaint ceremonies disappeared, and with them those who performed them—the chief carver, the napier, the herb strewer, the offerer of wafers.

It only remains to mention the Order of the Bath, said to have been instituted at the Coronation of Henry IV., and so called because of the bathing ceremony which every knight had to go through on the eve of his inauguration. The Coronation of Charles II. in 1661 was the last on which the ceremonies of bathing, putting on hermit's habits next day, and being knighted in the Abbey by the King and invested by him with the ribbon of the order were kept up.—*London Federal Magazine.*



### The King's Dominions.

J. VROOM.

#### 1. The British Isles.

(a) The United Kingdom of Great Britain and Ireland, (including England, Ireland, Scotland and Wales.)

(b) The Isle of Man.

(c) The Channel Islands.

The United Kingdom is a monarchy with responsible government; that is, the sovereign acts by advice of ministers who hold office as long as they retain the confidence of the people's representatives in parliament. The parliament of the United Kingdom, consisting of the crown, the House of Lords and the House of Commons, is the supreme authority in the British Empire.

Man and the Channel Islands are dependencies of England, and have local representative governments. The Manx Parliament contains an elective branch called the House of Keys, which is said to be the oldest legislative assembly in the world. The Channel Islands have two local legislatures, one called the States of Jersey and the other the States of Guernsey; the former having authority in the island of Jersey and the latter in the other islands of the group.

A local parliament for Ireland will probably be established by an act of the present Imperial Parliament; and possibly one for each of the other divisions of the United Kingdom.

#### 2. British North America.

(a) Newfoundland.

(b) The Dominion of Canada.

(c) The Bermudas.

Newfoundland, the oldest of the British colonies, has a representative legislature and responsible government.

Canada is one of the four great Overseas Dominions of the Crown, (the others being Australia, New Zealand and South Africa.) The Canadian parliament resembles that of the United Kingdom, its three branches being the Governor-General, (representing the King's Most Excellent Majesty,) the Senate, and the House of Commons. Like the other great dominions, it has responsible government; that is, the ministers upon whose advice the Governor-General must act, are responsible to parliament; and each of the nine provinces of the Dominion has a local legislature with responsible government.

The Bermudas have a representative legislature,

but not a responsible ministry; their form of government therefore resembling that of the United States of America, rather than our own.

#### 3. The British East Indies.

(a) British India, (including Bengal, Madras, Bombay, Further India and the Feudatory States.)

(b) Ceylon.

(c) The Straits Settlements.

(d) British Borneo.

(e) Labuan.

King George, as Emperor of India, is the nominal ruler of the Indian Empire. He is represented by a viceroy, who is assisted by a legislative council partly composed of natives of India; but his responsible adviser is the secretary of state for India, who is resident in London, and is responsible to the British parliament, not to the Indian legislature. British India is divided into local governments and administrations, some of which have legislative councils; and includes also a number of native states under British protection, which are governed by native princes. Aden and its dependencies are under the government of Bombay.

Ceylon is a crown colony; that is, it has no representative assembly, but is ruled by a governor and legislative council appointed by the crown. For administrative purposes, it is divided into provinces; but they have no local legislatures.

British North Borneo is a protectorate, the government administered by a chartered company. Brunei and Sarawak are native states under British protection.

The Straits Settlements and Labuan are crown colonies.

#### 4. The British West Indies.

(a) The Bahamas.

(b) Jamaica.

(c) Honduras.

(d) The Leeward Islands.

(e) The Windward Islands.

(f) Barbados.

(g) Trinidad.

(h) British Guiana.

The Bahamas are a colony with representative but not responsible government. They are now asking for admission as a province of the Dominion of Canada. Barbados and British Guiana have each a similar form of government; which resembles that of a state of the American Union, except that the governor is not elected.



The Leeward Islands are a federation, with a legislature in part representative. They have five local governments, two of which are partly representative. The Windward Islands have a similar general government; but their three local legislatures are not elective.

Jamaica, Honduras and Trinidad are crown colonies.

#### 5. British Possessions in Africa.

- (a) The Union of South Africa.
- (b) Basutoland.
- (c) Bechuanaland.
- (d) Rhodesia.
- (e) British Central Africa.
- (f) Nigeria.
- (g) Gold Coast Colony.
- (h) Gambia.
- (i) Sierra Leone.
- (k) British East Africa (comprising the British East African protectorate, Uganda and Zanzibar.)
- (l) Somali.

The Union of South Africa has a responsible government very similar to that of Canada; but the four constituent provinces, Cape Colony, Natal, Orange River Colony and Transvaal Colony, have not the same local legislatures as the provinces of Canada. The other British African territories are either crown colonies or protectorates, the latter in some cases under the rule of native kings.

#### 6. Australasia.

- (a) The Commonwealth of Australia.
- (b) The Dominion of New Zealand.
- (c) Fiji.

Each of the six states of the Australian Commonwealth has a responsible government of its own, as in the several provinces of Canada; and the federal parliament is much like the parliament of Canada.

New Zealand has a central parliament, with responsible government; but its several districts have no local legislatures.

Fiji is a crown colony.

British New Guinea is a dependency of Australia; the Cook Islands and other islands in the western Pacific are more or less under the control of New Zealand.

#### 7. Scattered Colonies and Outposts.

- (a) Gibraltar.
- (b) Malta.
- (c) Cyprus.
- (d) St. Helena.
- (e) The Falkland Islands.

(f) Hong Kong.

(g) Seychelles.

(h) Bahrein Islands.

Gibraltar and Malta are military colonies, the latter with partly representative government. Cyprus is a protectorate with a legislative council partly elective. The Bahrein Islands are a protectorate ruled by a native chief. The others above mentioned are crown colonies.

There are also many scattered islands and rocks under British protection which are not included in any colony or separate protectorate; and certain lands within the British sphere of influence, such as Egypt and the southern part of Persia, that cannot rightly be regarded as belonging to the British Empire.

#### A Canadian Flag.

To make the children of strangers British we want songs and the flag—the Union Jack. To make them Canadian we want a Canadian flag. We say we want one because it is impossible to evoke patriotism in connection with the complicated and meaningless defacement at present used to represent Canada on the flag. Put a big golden maple leaf upon it as big as the field of the red ensign will hold, and every child will know that it means Canada, and everyone of our nationalists—French and English—will love it. The Australians have their Southern Cross for their children's imaginations to soar to. We have nothing that they can make out. A flag is not a thing to be deciphered with a pair of spectacles, but to be known miles away, where it flutters in the sky. Let us have our own maple leaf on our flag, and then let us have it in every school. Let our schools be furnished with the means of teaching our constitution, and our hero history, and let our churches and Sunday schools not forget, as many do, to pray for Canada as a country.—*Montreal Witness*.

A Perthshire farmer on his way home from market one day suddenly remembered that he had forgotten something, but what he could not recall. As he neared home the conviction increased and three times he stopped his horse and went carefully through his pocket-book in the vain endeavor to discover what he had missed. In due course he reached home and was met by his daughter, who looked at him in surprise and asked:

"Why, father, what have you done with mother?"

—M. A. P.



### Tuneful Birds.

BY J. W. BANKS.

The first knowledge we have of the arrival of the chipping sparrow (*Spizella socialis*) would be a few sharp notes from a bush near the house or by the roadside, sounding like the striking together of two pieces of flint. This is about the extent of chippy's musical ability. Their unusual sociability and usefulness more than make up for this lack of melody. They inhabit private grounds and parks and are never found in the woods, differing from other members of the sparrow family. They construct a very neat nest in the shrubbery or in a small sized tree—never far from a dwelling—invariably lining it with horsehair, from which circumstance they sometimes get the name of "hair-bird." Four greenish-blue eggs, spotted with black, are laid. Two broods are raised in a season. The chipping sparrow is the smallest of the family, with a brownish red cap, breast greyish-white, and with two white crossbars on the wings. They are common summer residents, arriving about the 15th of April.

The white-throated sparrow (*Zonotrichia albicollis*) is an abundant summer resident arriving about the 25th of April, the males preceding the females about seven days. At this time he is shy and timid, slipping away into the bushes by the roadside, leaving one in doubt as to the identity of this old time favorite. On the arrival of the females, both sexes gather in large flocks, continuing thus till the third week in May when the flocks separate. Then "old Sam" and his mate settle on their homestead. Their well concealed nest is built on the ground. Occasionally for some purpose a very neat nest is constructed in a bush, from one to four feet from the ground. While his patient mate is sitting on her nest, old Sam, or old Tom, Peabody, as he is familiarly called, mounted on a convenient limb, sings his agreeable song the greater part of the day, and at intervals all through the night; for this he is called by some, "the nightingale of the north." His clear musical notes are toned to a fancied resemblance of "old Sam peabody, peabody, peabody," (probably his version of Home, Sweet Home). He may be readily identified by his black and white striped head and clearly defined white throat. Two broods are raised in a season.

The hermit thrush (*Hylocichla guttata pallasii*) is the most distinguished of a family of eminent vocalists. He is very secretive and timid, but

withal very cool and deliberate in his movements, frequenting low, moist woods and thickets. His food, like that of all the members of this family, consists of grubs and larvae of different insects found in rotten wood and under dead leaves. The nesting-place is some partially cleared space. The nest is very cleverly hidden, usually under a low growing spruce branch. Four greenish-blue eggs are laid. Near by on some dead limb sings the mate, seemingly all the strength of his little bird-body centered in the sweetest and most voluble song heard in all the woodlands. The colors of the hermit thrush are,—breast white, with chains of arrowhead markings; head and upper part of back olive-green; lower part of back and tail brownish-red or tawny. They are common summer residents, arriving about the 25th of April.

The song of Wilson's thrush (*Hylocichla fuscescens*) sometimes called the veery, next to that of the hermit thrush, to which he bears a very close resemblance both in size and color, is the most harmonious of our woodland songsters. His song is composed of ten very musical notes, ending with a clear ringing trill. This bird is the most timid and seclusive of the family, preferring to make his home in wooded ravines or the edges of deep thick woods, into which he will instantly disappear at the approach of an intruder. Their nest is always well concealed amid the bracken. Four greenish-blue eggs are laid, slightly larger than those of the hermit thrush.

They are tolerably common summer residents arriving about the 25th of April.

The olive-backed thrush (*Hylocichla ustulatus swainsonii*) or swamp robin, or swamp angel, has a very engaging manner of flying to a perch and scrutinizing the intruder in a shy, timid way, before slipping noiselessly out of sight. He prefers at all times the thickly shaded alder swamps, when mixed with young cedars. Their comfortably built nest, invariably lined with skeleton leaves, is well concealed in an evergreen bush—cedar or spruce. This bird resembles the hermit thrush in size and color except the back, which is clear olive-green. Their beautiful tremulous song, sounding more like a refrain, is heard at its best in the dusk of the evening. They arrive the last days in April.

The red-eyed vireo (*Vireo olivaceus*) arrive about the 15th of May. He is one of the sweetest and most tireless songsters to be heard in our parks



and private grounds, or even in the deep woods. He sings all day and all summer long, sometimes perched on the topmost limb of a tree, or moving spiritedly through the foliage, stopping only to seize and swallow a luckless grub and continually hunting for insects that infest the foliage. Their ingenious cup-like nest is suspended from a fork near the outer end of a branch of a tree four or five feet from the ground. The nest is very neatly woven of dried grass stems, and firmly fastened to the fork with spiders' web. The outside of the nest is covered with shreds of lichen, tissues of birch bark, bits of wasp nest, and green moss, firmly woven into the structure which contains no lining. The eggs, four in number, are pure white sprinkled with dark spots. I stood within a few steps of the nest one day when the wind was blowing a gale; the nest was on the outer end of a spruce branch about five feet from the trunk, and the branches were tossing and threshing wildly. The brave little mother, with her claws evidently firmly fastened into the network of the nest, and her body pressed down on her treasures, was seemingly confident of riding out the storm.

I understood then why there is no loose lining in a red-eyed vireo's nest.

The colors of the red-eyed vireo are,—back, extending on sides of head and neck, yellowish olive; breast and under parts white; head ash colored.

### Drill in Pronunciation.

ELEANOR ROBINSON.

Five minutes a day, spent in drilling pupils in correct pronunciation, will produce good results at the end of the year. Each school should have its own list of words often mispronounced, compiled by the teacher. Particular attention should be paid to local peculiarities of speech. Certain correct forms are sometimes branded as "affected," by people who have always been used to hearing a wrong pronunciation—e. g. the writer was once told that in a certain town in Massachusetts, a public speaker who said "Daniel," would at once be accused of affectation, the local use being "Dannel." Such ideas can be corrected in school. It is better to spend time in drilling on familiar words, mispronounced because of slovenly articulation, confusion of vowel sounds, and so on, than on discovering where to lay the stress in out of the way words, or proper names. Information as to pronunciation

can always be got from a dictionary, but to ensure the production of right sounds, we must have constant practice.

An excellent little book for use in such drill is "The Academy Orthoëpist." Maynard, Merrill & Co., New York. Price 12 cents.

(A list of words will appear next month.)

### Canada, My Home.

Written to the Tune "O Canada."

Land dear to me, Oh Canada, my home,  
My heart shall cleave to thee where'er I roam,  
Thy fertile fields, how fair they be—  
Thy forests, mountains, isles—  
Thy crystal rivers flashing free  
Through all their thousand miles;  
God guard our land,  
Our well-lov'd land,  
And make us strong for right—for all we own:  
Oh, may we ever trust in Thee alone.

From distant north where bright aurora glows,  
To Southern home where smiles the opening rose—  
From giant heights and inland seas,  
A strain of sweet content  
Is wafted on the peaceful breeze  
O'er half a continent.

God guard our land  
Our well-lov'd land,

And keep our minds in unity to sing  
With swelling heart and voice "God save the King."

Thine may it be to lead an Empire's van,  
Thine to exalt the brotherhood of man;  
A heritage of priceless worth,  
Thy stalwart people claim.  
And nations now o'er all the earth  
Know well thy honoured name.

God guard our land,  
Our well-lov'd land.

Oh, send us rulers wise and taught of Thee  
To guide us to a noble destiny.

St. John, N. B.

EDWARD ATHERTON.

[The above, composed by a busy man in his all too few leisure moments, utters in verse sentiments that will meet with a ready response in many loyal Canadian hearts.]

The new verse for the National Anthem, by Mr. Martin S. Skeffington, runs thus:

With England's Crown today  
We hail our King, and pray  
God save the King!  
Guide him in happiness  
Guard him in storm and stress,  
Then in Thy kingdom bless,  
And crown our King.



### Review's Question Box.

A subscriber asks for some notes and questions on *The Lay of the Last Minstrel*.

Lady Dalkeith (afterwards Duchess of Buccleugh) suggested to Scott that he should write a poem on the legend of the goblin page, Gilbert Horner, and it was from this beginning that the poem grew. What is the importance of the goblin page in the events of the story? What different forms does he take? "Who has not heard of Surrey's fame?" Who was this Surrey? And what do you know of his fame?

Make a list of all the superstitions that are named in the poem.

With verse 9, Canto I, compare one of the songs in Tennyson's "Princess." Write a short character sketch of William of Deloraine.

Find other references in poetry to the following: St. Mary's Lake; the Flower of Yarrow; Ettrick Forest; the Bloody Heart; fair Melrose; Cheviot gray (are the Cheviots always "gray" in Scott's description of them?) Collect as many lines as you can of different metres. What others of Scott's characters besides the Monk could say

Paynim countries have I trod,  
And fought beneath the cross of God?

—E. R.

A correspondent draws the attention of the REVIEW to a few errors in Goggin's Grammar, which have been overlooked in reading the proofs. These have been rectified for future editions of the book, but teachers should note the following changes:

Page 104: Future Incomplete should be "I shall be writing."

Page 116: The Perfect Tense is brought down to the proper place.

Page 116: "Have" is changed to "had."

Page 115: Present Imperfect Tense in conjugation of the verb "be." The word "Imperfect" is deleted. This in accordance with the best practice.

M. H.—Would you kindly inform me where I might obtain pictures similar to those given as a supplement with the REVIEW, and at about what price.

These supplement pictures are printed from plates made especially for the REVIEW from photographs of the original pictures. The Soule Art Publishing Company of Boston will send you on application a catalogue giving a list of similar pictures and prices.

A. Z.—In last month's answers to correspondents, the REVIEW said that the proper flag for a school house is the Union Jack or Red Ensign. Does the name Union Jack, as here used, mean the same as Red Ensign; or does the REVIEW mean to say that either flag may be used?

Either the Union Jack or the Red Ensign may be used, and the latter either with or without the arms of Canada in the fly. By special enactment, the legislature of New Brunswick has provided for the use of the Canadian Ensign as a school flag—that is, the Red Ensign with the Canadian arms in the fly; but the Union Jack, otherwise known as the Fort Jack, is the flag of the Empire, and may properly fly over any school house or other public building anywhere in the British dominions. The Union Jack would seem the more appropriate flag for Empire Day, and the Canadian Ensign for Dominion Day, if the school is furnished with both flags.

Strictly, it may be said, the Red Ensign, with or without the Canadian arms, is a sea flag. It is a special form of the national flag for use on merchant vessels, and hence might very well be regarded as quite out of place when used on shore. The Union Jack is the flag that flies over all our forts and parliament buildings. At sea, it is used on the jack staff at the bow of ships of war; and the Union Jack with a white border, known as the Pilot Jack, is used on all British ships as a pilot signal. Apart from this the rule holds good that the jack should be used on land and the ensign at sea. The White Ensign is the special flag for warships in commission; the Blue Ensign, for other vessels belonging to the government service, including ships that carry the mails. The Green ensign with the harp in the fly, generally known as the Irish flag, is not a sea flag; because, unlike the Canadian flag, it has not been officially sanctioned. As in the case of the Canadian Ensign, however it is not unlawful to fly it ashore, so long as it carries the Union Jack in the staff-head corner.

In placing a flag at half mast, it should be raised to the top of the mast and then dropped the width of the jack, or at most the whole width of the flag. Avoid the very common error of placing it too low.

Readers should copy this and post it up in the school-room for ready reference. Refer to the Union Jack found on page 270 of this number of the REVIEW.



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#### Origin of the Name "Canada."

Those early Spanish adventurers, who visited Canada on a hasty and unrewarded search for gold and silver, made use of the phrase "Aca Nada"—"Here is nothing." The later French explorers, accosted and repelled by the Indians with the remembered words, interpreted the incessantly recurring phrase as the name of the country, Aca Nada, or Canada.

Still let it stand,

The one-time jest, the old ironic name,  
To mock the flippant soul and braggart band,  
Who empty went because they empty came!

"Here there is naught!"

And yet from waiting plain and pregnant hills  
She yielded well to them who wisely sought,  
And still o'er land and sea her treasure spills!

Yet naught was here!—

And far they journeyed to some gilded slope,  
Left disembowelled this many a barren year—  
Torn hill, and ravaged mine, and wasted hope!

So still it stands,

The mocking phrase, the old and foolish jest—  
Oh, golden Canada, of all God's lands,  
The one most bountiful, and wide, and best!

—Arthur Stringer.

#### Canada a Land for Children.

Our land is a continent wide. From the Atlantic to the Pacific there are four vast areas, each with many districts of varied resources. For a thousand miles westward from the Atlantic is the first great stretch of land and rivers and lakes, a land of apple trees, of clover blossoms, of running streams, of cloud-decked skies, a land flowing with milk and honey. It is a thousand miles for homes. Where else is there such another place for children? Then, a thousand miles of wilderness north of the Great Lakes is our reservoir for the regulation of climate, as to rainfall east and west. A thousand miles of prairies stretch westward into the foothills of the Rocky Mountains, and then come five hundred miles of mountains and valleys, and magnificent scenery and nooks for homes.—*Dr. J. W. Robertson in Liverpool (Eng.) Courier.*

The Royal Commission of which Dr. J. W. Robertson is Chairman, began its work in England about the middle of April. The chief educational centres of Britain and the Continent will be visited during the next three months.



## CURRENT EVENTS.

An ancient city lately found in Arizona is said to be at least ten thousand years old—but, of course, that is a matter of opinion. Its buildings of sandstone show great architectural skill; and in a standing wall were found cotton balls and a sealed jar of corn, both well preserved. The ancient inhabitants were apparently driven out by the change of climate which has made the tableland of Arizona a desert waste.

One hundred and seventy new towns will be started in our western provinces this year, and a few more in the eastern provinces, where railway lines are opening up new territory.

The pneumonic plague in Manchuria, which was almost invariably fatal, has come to an end as mysteriously and as suddenly as it began. Meanwhile the bubonic plague in India has continued, and has been more widespread, though less alarming.

Speaking of the reciprocity agreement which is now before the Canadian parliament and the United States senate, President Taft has said that if adopted it would open Canada's forests to the people of the United States, who, with the wastefulness of children, have wantonly exhausted their own resources. He describes the bond which now unites the Dominion to the Mother Country as light and almost imperceptible; but sees forces at work which will strengthen it, and concludes that if his people want the benefits of reciprocity they must take it now or give it up forever. Any delay in the adoption of reciprocity, he fears, will tend to make Canada a part of an imperial commercial band reaching from England around the world to England again. These are his words as reported at a recent press dinner in New York. To Canadians, the idea of Canada being one of a series of sister nations under the imperial flag is not repugnant. They even dream of a day when Canada shall have the leading place in such a league of empire.

Both political parties in England have taken up with enthusiasm President Taft's proposal of an arbitration treaty between Great Britain and the United States, and it is believed that such a treaty is now being framed and will soon be ready for acceptance. Such a treaty was twice before negotiated between the two governments, but was rejected by the United States senate.

The debate on reciprocity drags its slow length along in the Dominion parliament. Sir Wilfrid Laurier will shortly leave for England to attend the Imperial Conference and Coronation ceremony. There will probably be a recess of parliament during his absence, the debate to be resumed on his return in July. The U. S. Senate will take till that time to consider the Reciprocity agreement, and the members of the Canadian Commons will, many of them, devote the vacation to educating their constituents on this important question.

Peace between the warring factions in Mexico seems now almost assured. Leading revolutionists find the terms offered by President Diaz more liberal than they expected.

The regent of Abyssinia is dead. King Menelik, whose death has been several times reported, is believed to be still alive, though incapacitated by paralysis.

Great preparations are being made for the King's coronation, on the 22nd of June. Among other striking proposals

in connection with it is that of having a telegraphic signal flashed to every part of the Empire at the exact moment when the crown is placed upon the King's head; so that the event may be greeted by a salute that will begin all around the world at once, and there will be one great shout of acclamation in every part of the British Dominions that can be reached by the message.

The Boy Scouts of St. Petersburg, Russia, sent congratulations to the Boy Scouts of Canada for St. George's Day.

The French are sending forces to the relief of Fez, the capital of Morocco, which is besieged by the rebels under the Sultan's brother. The trend of events in that part of Africa seems to be towards a French occupation of Morocco, on the lines of the English occupation of Egypt.

At a mass meeting in Vancouver, five hundred Hindus passed resolutions of protest against unfair treatment in Canada, claiming equal rights as British subjects. The resolutions will be sent to the Imperial Conference that meets this month in London.

It is estimated that the number of immigrants coming to Canada this year will exceed half a million. There is a large increase in the number coming from the United Kingdom, and a falling off in the immigration from the United States as compared with last year; but in both these cases the new settlers are bringing in more wealth. Among the newcomers who do not speak English, it is expected that there will be a colony of Russians from Siberia and Northern Manchuria. A large number of French Canadians from the New England States are coming back to Canada, and will settle chiefly in Alberta and Saskatchewan.

Our government has given permission for another United States war vessel to pass through the Canadian canals, to be used as a training ship on Lake Michigan.

Prof. Prince has been appointed to represent Canada at the great international fisheries congress which will meet this month in Rome. Delegates from every civilized country will attend, and Prof. Prince is vice-president of the congress.

Several wealthy princes of India, with the consent of the British government, are raising funds for the erection of a mosque in London, where there are thousands of Moslems, chiefly transient visitors, who have no house of worship. A number of the leading Mohammedans of India, Cyprus, Straits Settlements, East Africa and other parts of the British Empire have been invited to join in the movement.

The cathedral of St. John the Divine, the largest church edifice in the United States, was consecrated at Easter time. It has been twenty years in building, and it will take much longer to complete it; but when finished it will be larger than any cathedral in England, and one of the largest in the world.

The tercentenary of the publication of the common English version of the Bible has called attention to the wonderful collection of earlier English versions in the British Museum, some of them in manuscript dating back more than a thousand years. Many of these manuscript English versions are wrought with amazing skill and finish. The ages that produced such work were very far from the barbarism that we commonly attribute to them. Vernacular Bibles in German, Dutch, French and Italian are also included in the



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collection, dating from the fifteenth century onward. The chief beauty of the King James Bible is its pure English, and it has been said that the translators of three hundred years ago knew how to use the English language better than any body of scholars that could be gathered together in the world to-day.

Because of the division of our map of the world into hemispheres, we hardly realize that the northwest coast of Africa and the southeast coast of South America are in line, and only about two thousand miles apart. French occupation would be followed by the building of a great railway along the Moroccan coast, giving a short route from Europe to South America.

The Canada Gazette contains the announcement that the King has been pleased to appoint Field Marshal His Royal Highness the Duke of Connaught and Strathearne, K. C., K. T., K. P., G. C. B., G. C. S. I., G. C. M. G., G. C. I. E., G. C. V. O., to be Governor General and Commander-in-Chief of the Dominion of Canada.

### SCHOOL AND COLLEGE.

At the convocation of Dalhousie University, Halifax, April 28th, Hon. W. S. Fielding, Minister of Finance, and Hon. L. Newcombe, Deputy Minister of Justice, received the degree of D. C. L.

The Windsor, N. S., Tribune reports that Miss Alice O'Brien, teacher of Noel, Hants County, was recently fined five dollars and costs by the local magistrate for chastising one of her pupils, a boy named Scott. Principal Smith, Secretary of the Teachers' Union of Nova Scotia, at once took up the case on behalf of Miss O'Brien and on a trial before Judge Chipman, of Windsor, the decision of the local magistrate was set aside. Unless a pupil has been unmercifully whipped by a teacher, parents should learn a lesson not to interfere, for the common law places authority upon the teacher to use corporal punishment, and justices of the peace should not be too ready to take up such cases.

Queen's University, Kingston, Ont., has recently conferred on Miss Bessie H. Wilson, of the St. John, N. B., high school, staff, the degree of M. A. This honor is very creditable to Miss Wilson, who is an excellent teacher and a bright and persevering student. Two years ago she completed her extra mural course with Queen's University and secured the degree of B. A. This was followed by post-graduate work which led to the conferring of her present degree.

Mr. H. T. Jost has resigned his position on the staff of the Truro, N. S. Academy, and his place will be filled next term by the appointment of Mr. Max Hibbert, B. A., of Berwick.

Mr. Lenfest Ruggles, vice principal of Horton Academy Wolfville, N. S., has been engaged as principal of the Macdonald school, Middleton for next year, to succeed Principal McGill who has resigned.

Mr. C. E. Lund, who retired from teaching some years ago, was recently elected an Alderman for the Town of Sackville.

The results of the Easter examinations at Macdonald Institute, Guelph, show that Miss Louise Perkins, of Norton, has led the senior class in domestic science, obtaining first-class honors in eleven out of the twelve subjects.

The session of the Nova Scotia Agricultural College at Truro closed April 13. It was the most largely attended and the most successful in the history of the College. The total enrolment was 62, of whom 41 were from Nova Scotia, 4 from New Brunswick, 5 from Prince Edward Island, and 12 from other places.

In the ample grounds of the New Academy building just opened at Sydney, N. S., Principal W. A. Creelman proposes to plant trees and make the surroundings beautiful. We hope every teacher is planning how he or she can make the school grounds more attractive this spring.

### RECENT BOOKS.

Messrs. Ginn & Company's books in the modern and classic texts are models in clearness of print, illustrations, and educational essentials. The publishers have shown that it is possible to make an introduction to Latin so attractive by its illustrations and neat pages that it will be as interesting to the learner as a story. Dooge's *Latin for Beginners* is not intended to supersede their excellent text, Collar and Daniell's "First Year Latin," but it may be used in schools where the requirements are somewhat different, and it has several distinctive features that will appeal to teachers. Its simplicity of language and detail of structure bring it well within the grasp of immature minds, and its vocabulary is limited to about six hundred of the simplest and commonest words in the language, a very large percentage of which occur frequently in Caesar. Altogether it seems a worthy beginner's book to revive and maintain the study of Latin in schools. (Cloth, 348 pages, illustrated with four colored



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The University Tutorial Press, of London, with editorial offices at Cambridge, has a well deserved reputation for its clearly printed and handy volumes of English classics. One of the latest in the series is Shakespeare's *Much Ado About Nothing*, edited by S. E. Goggin, M. A. (Lond.). The introduction is scholarly and practical, giving the history and sources of the play and nicely judged criticisms. The notes on the text are copious and informing. (Cloth, pages xliii. + 140, price 25c. The University Tutorial Press, Drury Lane, London, W. C.)

The first classic German drama to be read in high schools and colleges is usually Schiller's *Wilhelm Tell*, and it calls for a simple, clear and direct presentation on the part of the editor. In the edition from Ginn's Modern Language Series the introduction gives a sketch of the life of Schiller and discusses briefly the various historical and literary questions connected with a study of the drama. The notes are concise; and there is an edition with and one without a vocabulary. The volume has maps and many beautiful illustrations from photographs of the scenery of the country. (Cloth, pages lvii + 294, price 60 cents without vocabulary, with vocabulary, 70 cents. Ginn & Company, Boston.)

*In Selections from the Old Testament* compiled and edited by Henry Nelson Synder, professor of English Literature in Wofford College S. C., we have an intelligent effort made to secure a better appreciation of the knowledge of the Bible and of its literature for high school and college use. Each selection is chosen with the view of producing a clear impression of the great outstanding personalities of the Bible. The selections follow each other in historical and biographical sequence, and much of the unity of the complete narrative is thus preserved. (Cloth, xix 210 pages, price 30 cents. Ginn & Co. publishers, Boston.)

We have received from Mr. C. P. Cary, State Superintendent of Education, the Wisconsin Arbor and Bird Day Annual for 1911, a very useful and beautifully illustrated number.

**RECENT MAGAZINES.**

The *Chautauquan* for May has a fine description, with illustrations, of Durham Cathedral. Other recent numbers of this useful little magazine have contained accounts of other English Cathedrals, furnishing a series very excellent for the student and general reader.

*Littell's Living Age*, a weekly magazine, gives its readers the best from the English periodicals, and is a weekly that



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## N. B. School Calendar, 1911.

- May 18 Loyalist Day (holiday in St. John City.)
- May 24 Victoria Day.
- May 25 Examinations for Teachers' License (French Dept.)
- May 31 Last day on which Inspectors are authorized to receive applications for Departmental Examinations.
- June 9 Normal School Closing.
- June 13 Final Examinations for License begin.
- June 30 Schools close for the year.

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## Nova Scotia School Calendar, 1911

- May 23 Empire Day.
- May 24 Victoria Day (holiday).
- May 25 Applications for High School Examinations to be in.
- June 26 Regular Annual Meeting of School Sections.
- June 28 Normal College closes.
- June 29 County Academy Entrance examinations begin.
- June 30 Last teaching day of school year.
- July 1 Dominion Day (holiday).
- July 3 High School and Headmaster Examinations begin.

"one usually reads from cover to cover;" so says a constant reader of it for more than thirty years. (Littell & Co., Boston.)

*World Wide* has a weekly reprint of current articles from leading journals and reviews, and is especially valuable to teachers to keep them informed on topics in both hemispheres. (John Dougall & Son, Montreal.)

In the *May Century* this suggestion is made: "Our rich men, instead of giving the whole of their surplus wealth for the endowment of universities and the establishing of libraries, all of which go to cities and towns, should divert a portion of it to the endowment of the country churches of their own denominations. James Baird, the Scottish mine owner gave half a million pounds sterling to endow the smaller parishes of the Church of Scotland, and, largely as a result of this munificence, almost every Scottish village or country district, no matter how weak financially, has well established religious services."

"Loyalist Shelburne," by Daniel Owen, is an interesting historical sketch of an old Nova Scotia town, in the *May Canadian Magazine*.

## OFFICIAL NOTICES.

As inquiries continue to be made as to the amount of Geometry required for both Normal School Entrance and the Finals, the following are the requirements for each.

### NORMAL SCHOOL ENTRANCE.

- Class II. Part I, with Exercises.
- Class I. Parts I, II and III, with Exercises.

### NORMAL SCHOOL FINALS.

- Class II. Parts I and II, with Exercises.
- Class I. Parts I, II, III, IV and V, with Exercises.

### GRAMMAR SCHOOL.

Text Book complete, including Part VI.  
Text—Hall & Stevens' Geometry.  
The requirements in Grammar for Normal School Entrance are based upon Goggin's Grammar  
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March 27th, 1911.

W. S. CARTER,  
Chief Sup't Education.



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