

PAGES

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GEORGE UPHAM HAY.

To those who knew and loved the late GEORGE UPHAM HAY, the tidings of his sudden call to rest came as a very great shock. There are few of New Brunswick's many distinguished sons whose life touched and influenced so many other lives — and always for good — or whose hand kept touch with so many activities. He will be widely lamented and his unlooked for removal from the scene of his life work comes to many with the sense of a personal loss. In intellectual power the late Dr. Hay was easily in the foremost rank of

the thinkers and workers of his generation. He will be remembered none the less for his social qualities and for an excellence of character, which though unobtrusive and retiring, was such as to command the respect of all who knew him. Never of very robust physique, he was obliged to fix limitations to his engagements, for the calls upon his time and thought were many, yet by his systematic rule of life he not only accomplished a surprising amount of work, but never seemed unduly hurried and rarely undertook anything that he was not able to perform. The arduous life of a teacher and principal of the public schools was filled with the "joy of service," and when he laid aside this work to undertake the duties of his later years he did so with regret. The number of societies with which he was associated, always as an active worker, was very large, and in every instance his labors were unstinted and his object was the general good. He was specially devoted to the study of Nature, possessing in an eminent degree that enthusiasm in its pursuit, and that careful and painstaking habit of minute observation which placed him in the front rank of Canadian botanists. It is needless to speak of his work in connection with the EDUCATIONAL REVIEW, of which he was one of the founders, and which he conducted for so many years with signal success. The present number bears the impress of his personality and may be regarded as almost the last work of his hand. In his case, as in that of many another, the body was almost too delicately organized for the mental power within. Yet he filled out the appointed three-score years and ten and was taken when he will be remembered at his best. He leaves behind him the memory of a life fragrant for good.

The sympathy of all readers of the REVIEW will go out to her who was his loving help-mate in life and is now his grief-stricken widow.

W. O. RAYMOND,
W. S. CARTER,
J. VROOM.

St. JOHN, May 12, 1913.



CENTENNIAL ANNIVERSARIES OF THE
WAR OF 1812.

J. VROOM.

XII.—THE LOSS OF FORT GEORGE — THE BATTLE
OF SACKETT'S HARBOUR — THE CAPTURE OF
THE "CHESAPEAKE"—THE BATTLE OF STONEY
CREEK.

May 27.—In accordance with their plans, Dearborn and Chauncey sailed from York to the mouth of the Niagara River, where the next invasion was to be attempted. The capture of York was but a raid. At Niagara they hoped to begin the permanent occupation of Upper Canada.

General Vincent, the British officer in command at Fort George, had about two thousand five hundred men, including his outposts along the river; and General Dearborn, including the reinforcements he had brought with him, had between twice and three times that number. Dearborn's plan of attack was well laid and well executed. His landing was made on the lake shore just out of reach of the guns of Fort George, on the morning of the twenty-seventh of May. It was at first stoutly opposed, and the British lost heavily. Seeing that it was hopeless to continue the fight, Vincent fell back to Queenston; where he was joined by the British commanders from above the falls, with all their forces; and whence he retreated by an inland route towards the head of the lake, leaving the enemy to take possession of the whole Niagara frontier.

May 29.—The absence of Chauncey's fleet gave the British a favorable opportunity for an attack on Sackett's Harbour. On the twenty-seventh of May, the day on which Fort George was abandoned, an expedition for this purpose left Kingston, under Sir James Yeo, the British naval officer who had taken command on Lake Ontario. The attack, which was to have been made next day, was deferred; and when it began, on the twenty-ninth, it was not well supported by the fleet because of an unfavorable wind. The advancing British troops, however, had set fire to the barracks, and the defenders themselves, with the intention of abandoning the place, had set fire to their storehouses and to a new ship on the stocks, when General Prevost, who had accompanied the expedition, assumed command and ordered a retreat. The British loss was already great; and he seems to have come to the tardy conclusion that the victory, though so nearly won, would not be worth the cost.

June 1.—The story of the "Shannon" and the "Chesapeake" is thus told in Archer's history:

"One Sunday morning in June, the people of Halifax saw two frigates sail into the harbour, sails and rigging in the most beautiful order. From the topmast of one floated the British ensign above the "Stars and Stripes." All to outward view was fair; but in their cabins one captain lay wrapped in his deathshroud, the other raved in the agony of a desperate wound. People visiting the frigates saw a fearful sight—decks clotted with gore. Five days before, on the first of June, a pleasure party had sailed out of Boston harbour in the wake of the United States frigate "Chesapeake" to witness a sea fight and another triumph; for bold Broke of the British "Shannon" had challenged the gallant Lawrence to single combat. In fifteen minutes from the time when the frigates were locked in combat, two hundred and thirty men lay dead or fearfully wounded and mangled on their decks, and the "Chesapeake" was a prize. A week after Lawrence had sailed so confidently forth to fight, British soldiers lined the streets of Halifax as all that was mortal of the hero was borne to its resting place with funeral pomp, followed by many who had been his deadly foes."

Unless the log of the "Chesapeake" is misleading, the meeting of the frigates was not prearranged; but it was expected, and the stage coaches that reached Boston that day were crowded with passengers coming to join in the anticipated triumph. The feeling aroused on both sides was out of all proportion to the real importance of the result. In the British provinces, we may well suppose, the rejoicings were as great as those which in later days followed the news of British victories in South Africa; and the figure of a full rigged ship on the old coinage of Nova Scotia is said to represent the "Shannon."

June 6.—On the Niagara frontier, a large part of the invading "army of the centre" followed up General Vincent's retreat towards Burlington Bay; and on the fifth of June they encamped at Stoney Creek, seven miles distant from the British encampment at Burlington Heights. They were under General Chandler, with General Winder second in command. At Burlington, with General Vincent, was Lieutenant-Colonel Harvey, (afterwards known as Sir John Harvey, Lieutenant-Governor of New Brunswick at the time of the Aroostook War, and later Lieutenant-Governor

of Nova Scotia). Learning the position of the enemy, Colonel Harvey advised a night attack. His plan was adopted, and he was put in command of the attacking party. It was two o'clock in the morning of the sixth of June when they reached the place. The night was very dark. The United States troops were unprepared for the assault. They had the advantage of position; but they did not know the number of their assailants. Driven back at one or two points, they fled in confusion. Both their generals got lost in the darkness, and were picked up by the British and made prisoners. General Vincent, the British commander, who was with the expedition though not its leader, also got lost; but, happily, he was not discovered by the enemy. It was long after daylight before he found his way back.

For this enterprise, Colonel Harvey had but seven hundred and four men; while, according to varying estimates, the opposing commander had from twice as many to five times as many. Lest the enemy should learn how small his numbers really were, Harvey hurried back before daylight to the camp at Burlington Heights. He took with him over a hundred prisoners and two of the captured field guns. Exclusive of prisoners, the British lost the greater number of men in this battle; but the invaders lost their two generals, and, as a more serious result of their misfortune, they lost all confidence in their leaders. So the tide of invasion suddenly turned. Leaving behind their dead and wounded, the United States forces retreated to Niagara, repeatedly attacked and sorely harassed on the way; and before they reached Fort George their losses had amounted to about a thousand men.

THIS IS CANADA'S CENTURY.

The London Daily Telegraph, commenting on the Duke of Connaught's speech at the Canadian Club dinner, says:

"Canada has never looked back nor does she mean to look back. Canadians set no limits to their aspirations. The more enthusiastic among them believe the twentieth century is destined to be theirs, and that they will become the greatest power in the new world. We will not speculate, however, on what future decades may have in store for Canada; the present is more than sufficiently marvellous."

SOHRAB AND RUSTUM—GRADES IX AND X.

M. WINIFRED MCGRAY.

1. Matthew Arnold is called the scholar poet. How about Coleridge, Goldsmith, and Whittier?
2. Name a dozen or more of Arnold's friends and contemporaries. Have any other members of the Arnold family won fame?
3. Name the important public schools for boys in England. How do these schools differ from our public schools? Which school did Thackeray attend? Edmund Spenser? Coleridge and Lamb? Shelley? Byron? others?
4. Balliol College is at what University? Name other colleges at this University. How do the two great English Universities differ from American Universities?
5. Tennyson mourned for——in his "——". Milton mourned for——in his "——". Arnold mourned for——in his "——". Shelley mourned for——in his "——".
6. Arnold graduated with honors. How about Goldsmith? Coleridge? and Whittier? With whom did Arnold associate while at the University? Write a few important facts about each.
7. Explain: "He was elected a fellow of Oriel College," "epic poem."
8. What Canadian poet taught school and made a failure of it? How about Dr. Thomas Arnold? Who besides Dr. Arnold was a distinguished historian of Rome?
9. Matthew Arnold visited the United States and Canada. What other poets and novelists have visited either country, or both? What English poet is now in America? What American writers have spent several years in England? Has any American writer been honored with a tablet or bust in Westminster Abbey?
10. What has Arnold written? For what is he most famous?
11. Tell the story of "Sohrab and Rustum" in your own words.
12. From what source did Arnold get his material for this poem? What did Arnold think of his poem? Describe his feelings when writing it?
13. Who wrote the "Iliad?" "Odyssey?" the "Aeneid?" "Sháh Náme?" What are they about? Compare them. Where did the respective authors get their material?
14. Pronounce and give the meaning of—

pellucid, assuage, Homeric, appreciation, discourses, ultimately, illustrated.

15. How was Arnold's theme intensely tragic? Compare "Sohrab and Rostum" with Homer's work.

16. What adjective would you use to describe "Sohrab and Rostum?" "Christabel?" "The Deserted Village?" "Snow-Bound?"

17. Name the places mentioned in the poem "Sohrab and Rostum" and point them out on the map.

18. What two forces were fighting against each other? Why? Name the leaders on each side. What countries were recently fighting against each other?

19. At what time of day does the poem begin? "Christabel?" "Snow-Bound?" Quote.

20. Why hadn't Sohrab slept? Compare Henry V. before Agincourt.

21. For what purpose did Sohrab visit Peran-Wisa's tent? What was Peran-Wisa doing? How did he receive Sohrab's request? Did he grant it?

22. Describe the Oxus from what is said of it in the poem, telling where it rises, empties, etc.

23. Describe the tent of Peran-Wisa both inside and out. Describe Peran-Wisa's dress, the Tartar host, and the Iran host. Which of the two hosts has the most said about it?

24. How did Peran-Wisa get the message to the Persians? What was the message? How was it received by the Persians? by the Tartars? Account for the difference in their feelings?

25. What was Rostum doing when Gudurz entered the tent? How was Gudurz received? What Greek warrior nourished his wrath apart at the siege of Troy and had to be persuaded to fight with the Greeks once more? Tell the story. Why was the Greek angry? Rostum?

26. How many attempts did Gudurz make to get Rostum to take up Sohrab's challenge? What finally moved him?

27. Describe Rostum's horse. Other horses in poems or novels. Quote from Shakespeare the famous four lines describing a good horse. Where did Rostum find his horse?

28. Describe the meeting between the father and son. The place of meeting. How were two forces arranged?

29. Tell in your own words the story of the fight between Sohrab and Rostum. How might it have been averted? Why didn't Rostum tell the truth when Sohrab said, "Art thou not Rostum?"

30. When did the father know his son? What proofs were given him? What finally convinced him? Why was he so slow to believe? Describe Rostum's grief? How did Sohrab try to comfort his father?

31. What requests did Sohrab make of Rostum? Were they granted? What part does the river play in the poem? Why is it particularly appropriate to close with a description of the calm, majestic, river?

THAT WAS THE OLD CANADA.

The great Province of Canada is equal in area to Great Britain, France, and Prussia. Charmed by her classic recollections, how apt are we to magnify everything in the Old World and to imagine that Providence has been kind to her alone. Yet the noble St. Lawrence is equal in proportions to the Nile, that great granary of the East which from the days of the patriarchs has fed millions with its produce. Take the Italian's Po, the Frenchman's Rhone, the Englishman's Thames, the German's Rhine, the Spaniard's Tagus, and roll them all into one channel, and you then have only a stream equal to the St. Lawrence. The Great Lakes of Canada are larger than the Caspian Sea, and the Gulf of St. Lawrence is as large as the Black Sea. Accustomed to think and feel as colonists, it is difficult for us to imagine that the Baltic, illustrated by Nelson's achievements and Campbell's verse, is not something different from the Gulf of St. Lawrence; and yet it is not. Its dimensions are about the same; its climate rigorous, its coasts originally sterile, and the sea-kings and warriors who came out of it made of no better stuff than the men who shoot seals on the ice-flakes of Newfoundland, till farms on the green hills of Pictou, or fell trees in the forests of New Brunswick.—*Howe's Speeches 1854.*"

NOTE—The above is from a speech delivered by the Hon. Joseph Howe, the famous Nova Scotian liberal statesman and orator of whom Sir John Bourinot says that "he was the most magnetic speaker who ever stood on the public platform in the Dominion." To this we may be allowed to add that as a statesman his vision of his country's future has been so justified by events that parts of his speeches have a bearing still on the issues of our day.—C. P. W. in the *British Columbia School Magazine.*

A mother was asked if she had any trouble with her boys. Said she, "No, I keep them busy and I have their confidence." Does any teacher know of a better way to get on with the boys?

BOTANY FOR MAY.

L. A. DEWOLFE.

Much information relative to plant distribution in the Maritime Provinces is stored away in the memory and the records of the older generation of systematic botanists. The ordinary teacher, however, knows little of this. I can think of no more fascinating pastime than to search for the flowers of the neighborhood, and report the dates of their appearance. Notes on their *habitat* are also valuable.

For a number of years phenological records have been asked for in Nova Scotia. What the other provinces are doing in this way I do not know. Here, however, very few teachers enter into the work enthusiastically. We who are interested in the flora of the provinces appreciate the efforts made by the faithful few. How can we induce more to help us?

After a teacher begins such work, the interest will grow. How many will begin now? This year, we have marvelled at the early spring. Flowers ordinarily appearing in May were abundant April 24th to 28th. By next spring, we shall have forgotten this. How interesting one year's records are when compared with those of a previous year. Try it.

Though these records are valuable from the climatic view point, they are more interesting in point of local distribution. For example, here in Truro, Adder's Tongue Lily is abundant. Blood-root also occurs. Many students, however, never saw them before. Annapolis Valley students exclaim "These do not grow in The Valley!" Occasionally I am asked "Do these grow in all parts of the Province?" I am forced to confess I do not know. Complete records from every section would enable me to answer more satisfactorily.

To be sure, the mere knowledge of where they grow is practically worthless. The keeping of records, however, encourages the habit of searching; and that is worth while, for the teacher who searches makes searchers of her pupils. The field habit is a good antidote for the "blues." After a hard day in school, a walk in the woods with the discovery of a new plant and its addition to the record sheet brings the nerve-cells back to a normal condition; and life again becomes worth living.

Furthermore, teachers' reports should be more specific than those of pupils. Such a report as "White violets May 1st" is better than no report;

but it is not entirely satisfactory. We have three or four species of white violets. When a teacher finds a white-flowered violet, therefore, she should take her botanical key (Spotton or Gray) and find out which one it is, reporting it by its specific name. Similarly our blue violets are not all of the same species. Examine them. Note particularly the pale blue *viola canina* of the meadows, contrasting it with the longer stalked, deep blue *viola palmata* or *cucullata* of somewhat similar places. Examine also yellow violets to determine the species. By yellow violets we do not mean Adder's Tongue Lily which is also called Dog's Tooth Violet. It is not a violet at all.

Now is a good time, too, to learn some of our species of willows. Five or six species are easily separated. Before the catkins are gone, is the time to determine them. Note that some willows are large trees; some brookside or swamp shrubs, and some dry land shrubs.

Determine similarly our species of poplars. This is an easier task. Did any reader ever notice poplar catkins branching? This is fairly good evidence that the catkin after all, is nothing more nor less than a modified branch. Watch the pistillate alder catkins in summer for evidence that they are branches. Dwarfed leaves growing among the flower scales are, to me, sufficient evidence.

Do we all know the flowers of the different maples? Which species of maple flowers earliest? Which next? Can all maple trees bear seeds? Why? Notice a half-dozen red maples that have blossoms this spring. Look at the same some weeks later for fruit. Do you find it? Which, on examination seems the more nearly perfect, the staminate or pistillate maple flowers?

Among other early blooming plants not well known to everyone are the Black Crowberry of rocky coast regions, the Broom-Crowberry of sandy bogs, the Sweet Gale of ponds and lake shores, the various *Smilicinas* of open woods, the different species of *Trillium*, *Cinquefoil*, *Geums*, *Avens*, etc., In fact, flowers will now appear faster than we can study them. Since May and June cover the blooming period of so many of our plants, is it not well to give a large portion of our school and home time to their study during these months?

A very pretty and very early flower is the *Hepatica*. Its distribution is local. In Truro we do not have it. I know of its occurrence in Pictou,

Lunenburg, Digby and Annapolis Counties. May we have reports of it from other places? What about its occurrence in New Brunswick?

From an economic point of view, we should become acquainted with farm weeds as fast as they appear. To make a collection of weeds would be wise. But to know them in their young stage as well as when they mature, and to study their habits with a view to the best means of their control is of prime importance.

NATURE STUDY OF ANIMALS.

H. G. PERRY, WOLFVILLE, N. S.

Bird Observations — Some Spring Migrants, etc.

PIED-BILLED GREBE: In stream, February, Presque Isle, Me.

LOON: April 28, Wolfville.

AMERICAN MERGANSER: Several times in April, Presque Isle.

BLACK DUCK: April 11, Wolfville; January, Gagetown, N. B.; April 8, Presque Isle.

CANADA GOOSE: April 8, Wolfville; March 21, and later, Lower Norton, King's Co., N. B.; "Common since Easter," Gagetown; March 21, Salmon Creek, Queen's, Sunbury, N. B.

YELLOW-HAMMER or FLICKER: April 5, Liverpool, N. S.; April 19, Wolfville; April 22, Truro; April 22, Lower Norton; April 17, Salmon Creek.

WHIP-POOR-WILL: April 11, Salmon Creek.

NIGHT-HAWK: April 14, Collina, King's Co., N. B.

CHIMNEY SWIFT: April 12, Salmon Creek.

AMERICAN CROW: Common first part of April, Liverpool; returned about March 20, Presque Isle.

RED-WINGED BLACKBIRD: During last of March and first part of April, "in large flocks," Gagetown.

RUSTY BLACKBIRD: April 19, Brookfield, Queen's Co., N. S.; March 30, Liverpool; March 20, Truro.

CROW BLACKBIRD or PURPLE GRACKLE: April 12, Wolfville; March 12, first one, but not common till second week of April, Leamington; April 16, Black Lands, Restigouche Co., N. B.; in large flocks since April 7, Presque Isle.

BLACKBIRDS reported in flocks from Richibucto, N. B., March 18; and also from Emerson, Kent Co., the last week of February. In conjunction with known floral and faunal conditions of the region near the Northumberland Strait these reports are very interesting.

AMERICAN GOLDFINCH: First part of April,

Liverpool; April 16, Wolfville; April 21, Lower Norton; scarce but seen since March 29, Presque Isle.

VESPER SPARROW: April 22, Wolfville; April 21, Richibucto; April 13, Collina, N. B.

SAVANNA SPARROW: April 19, Wolfville; April 23, Truro; April 16, Hartland, Carleton Co., N. B.; April 23, very common, Presque Isle.

WHITE-THROATED SPARROW: April 23, Wolfville; April 16, Black Lands.

CHIPPING SPARROW: April 24, Wolfville; April 13, Salmon Creek; April 16, Hartland; April 23, Presque Isle.

JUNCO: Early part of April, Liverpool; last week of March, Wolfville; March 20, Lower Norton; first part of April, Gagetown; April 4, Salmon Creek; April 7, Richibucto; April 5, Hartland; April 4, Canobie, Gloucester Co., N. B.; April 16, Black Lands.

SONG SPARROW: First part of April, Liverpool; first week of April common, Wolfville; March 20, Truro; second week April, Leamington; March 29, "first," Salmon Creek; March 20, "first," Richibucto; March 20, "A pair" Canobie; April 6, with flocks by tenth, Hartland; March 21, Black Lands.

SWAMP SPARROW: April 23, Wolfville; April 23, Presque Isle.

FOX SPARROW: April 8, Truro.

BARN SWALLOW: April 19, Brookfield; April 26, Wolfville.

TREE SWALLOW: April 26, Wolfville.

Swallows reported from Canobie April 14, but the species not designated.

CEDAR WAXWING: April 10, Brookfield; April 5, Truro; April 16, Wolfville; April 11, Lower Norton; April 16, Hartland.

MYRTLE WARBLER: Third week, April, Liverpool; April 22, Wolfville; April 23, Truro.

YELLOW PALM WARBLER: April 25, Wolfville; April 23, Truro.

RUBY-CROWNED KINGLET: April 25, Wolfville.

HERMIT THRUSH: April 24, Wolfville.

ROBIN: First part of April, Liverpool; last of March, very common, Wolfville; March 20, Truro; March 20, common by April 11, Leamington; March 20, first arrival, Salmon Creek; in flocks, April 12, Hartland; April 11, Black Lands; March 21, in numbers, Canobie; March 29, first arrival, exceptionally common by April 23, Presque Isle.

BLUEBIRD: First part April, Gagetown; April 3, Salmon Creek.

Professor DeWolfe, Truro, reports that a Purple Gallinule was shot at that place April 10th. Macoun's Catalogue of Canadian Birds mentions this species as "a very rare casual in Nova Scotia and New Brunswick." The Virginia Rail is reported "seen April 19," at Presque Isle.

Miss Otty writes interestingly of the birds of Gagetown and vicinity, she makes note of the Canada Goose feeding in large flocks along the marshes of the St. John River and Grand Lake. Note the Bluebird reported by Miss Otty and by Miss Patterson, Salmon Creek.

Miss Cook of Black Lands writes:—"On March 27th, a bird was brought into the school-room. Its back was grayish brown — breast was suffused with pink — middle of the throat black — red in the head — rump tinged with pink." This was most likely a male Redpoll. This bird has been reported from various other sections, and may be regarded as a winter bird, though they are most commonly found during March.

The Tree Sparrow is another winter bird and is reported from Richibucto, April 21: Miss Morrell of Presque Isle mentions them as "very scarce." We were very pleased to have her interesting report. We quote from her letter:—"Downy, Hairy and Three-toed Woodpeckers are seen occasionally during the winter months; two Black Ducks seen April 8,— none since, American Crow returned about March 20. Common, Snow-bunting, Nuthatch, American Crossbill, Blue Jay and Tree Sparrow very scarce; Pine Grosbeak and Pine Siskin scarce through winter but appeared in large flocks the last two weeks of March, and the first part of April."

The Purple Finch became common during last part of March and the first part of April, Wolfville.

Eave Swallows were reported April 16, Lower Norton and the Marsh Hawk, April 23, Wolfville.

The rather large bird closely resembling the Crow described in the report from Emerson, Kent Co., was very likely a Raven.

The Yellow-billed Sapsucker was reported from Liverpool. It is the only Woodpecker I have ever heard of injuring fruit trees, and even in this case it is worth close investigation.

Principal E. C. Allen, Yarmouth, writes an interesting report re spring migrants.

His observations extend over a number of years, for which he gives the average.

The following are the arrivals up to May 1st quoted from Mr. Allen's report:—

CANADIAN GOOSE: Flocks of migrating geese are not a common sight here. I seldom see more than three flocks during the spring. Average first appearance for seven years, —March 27.

American Woodcock: av. first appear., three years,—April 5.

WILSONS SNIPER: av. first appear., eight years,—April 21.

BELTED KING FISHER: av. first appear., six years,—April 28

YELLOW HAMMER: av. first appear., six years,—March 24

RUSTY BLACKBIRD: av. first appear., seven years,—March 24

PURPLE FINCH: av. first appear., seven years,—April 13.

SAVANNA SPARROW: av. first appear., seven years,—April 22-

JUNCO: av. first appear., seven years,—March 23.

SONG SPARROW: av. first appear., ten years,—March 21.

SWAMP SPARROW: av. first appear., two years,—April 21.

TREE SWALLOW: av. first appear., six years,—April 17.

MYRTLE WARBLER: av. first appear., nine years,—April 21.

YELLOW PALM WARBLER: av. first appear., three years,—April 25:

RUBY-CROWNED KNIGHT: av. first appear., four years,—April 30.

HERMIT THRUSH: av. first appear., four years,—April 27.

ROBIN: av. first appear., eight years,—March 25.

May and June migrants from this list continued in the June issue of THE REVIEW.

Other Animals.

FROGS: March 21, Brookfield; April 15, Truro; April 10, Wolfville.

SNAKES: April 15, Brookfield; April 19, Red Bellied Snake; 25th, Grass Snake; 26th Garter Striped Snake, Wolfville.

BUMBLE BEES: March 21, Brookfield; April 15, Wolfville; by third week of April, Lower-Norton.

Several Butterflies have been reported, but few names given, the Antiopa B. or Mourning Cloak has been common since first part of April in Wolfville, and Cabbage B, in numbers April 27.

We are glad to note that the "field excursion" is being mentioned. All pupils should get in close touch with nature. I ask for further reports. The first two weeks of May are among the most interesting of the bird migration season, but do not forget to send other data as well.

One day the children in a New York school were given a lesson about the cow. The next day a cocoanut was brought in for their inspection.

When the big nut came to Rosie Goldberg, she happened to shake it and heard something lapping inside.

'What's that?' she asked.

'That's milk?'

Rosie took another look at the nut, and asked:

"Did the cow lay it?"—*St. Paul's Dispatch.*

NATURE STUDY CALENDARS.

A subscriber asks the REVIEW to show the form of a Bird and Wild Flower Calendar. The Calendars printed below were prepared by the pupils of the Kingston, N. B., Consolidated School some years ago, and are reproduced here in the hope that they suggest to other teachers the usefulness it may have for boys and girls in teaching them to observe what they see around them. There is only space for a few lines of each calendar, but this is sufficient to show how the work is done.

Weather Report.

Day	Date	Time	Tem. Fahr.	Winds	Snow	Rain	Fog or Mist	Clouds	Hrs. of Sun Shine	Sun Rises	Sun Sets	Moon	Remarks
Sat.	1905. April 1	9.30 A. M.	36+ Warm	South Med.	None	None	None	Heavy	0	5.58	6.43		
Sun.	2	"	25+ Cool	N. W. Med.	"	"	"	"	½	5.56	6.44		
Mon.	3	"	30+ Cool	N. W. Med.	"	"	"	Med.	5	5.54	6.46		
Tues.	4	"	40+ Warm	South very light	"	"	"	"	1½	5.52	6.47	New Moon	
Wed.	5	"	37+ Warm	S. E. light	Light,	"	"	Heavy	0	5.50	6.48		
Thurs.	6	"	45+ Warm	S. E. Strong	"	"	Light Mist	"	0	5.48	6.49		
Fri.	7	"	35+ Warm	South very light	"	None	None	Med.	8½	5.47	6.51		

Bird Calendar.

Date	Bird	Plumage	Habits, Etc.	Reported by
1905				
Mar. 3	Old Tom Peabody.....	White patch on throat, striped head, dark back.....	Says "Old Tom Peabody".....	(Name of Pupil)
" 10	Junco.....	Slate colour, light breast, two outer tail feathers white.....	Tame.....	"
" 23	Tree Sparrow.....	Brown head, dark spot on white breast.....	Sweet, musical song.....	"
" 27	Blue Heron.....	Bluish color.....	Long legs and neck. In water..	"
" 30	Northern Shrike.....	Blue and brown.....	Large with strong curved bill...	"
Apr. 1	Fox Sparrow.....	Reddish color.....	Quite large, stays only a short time.....	"
" 2	Chipping Sparrow.....	Brown head and light breast.....	Small, has no song.....	"
" 4	Vesper Sparrow.....	Brownish and shows white tail feathers when flying.....	Good singer.....	"

Wild Flower Calendar.

Common Name	Date	Family	Description	Reported by
Spring Beauty.....	28 April	Purslane.....	Flowers pink or white.....	(Name of Pupil)
Adder's Tongue or Dog's Tooth Violet.....	29 "	Lily.....	Yellow flowers, lily shaped.....	"
Trillium (purple).....	29 "	Lily.....	Flower purple, 3 leaves, whorled...	"
Maple (red).....	1 May	Soapberry.....	Red flowers in cluster.....	"
Dutchman's Breeches.....	2 "	Fumitory.....	White, two spurs on flower.....	"
Violets (blue).....	3 "	Violet.....	Flowers blue, one spur.....	"
Dandelion.....	8 "	Composite.....	Flowers yellow, in heads.....	"
Bluets.....	4 "	Madder.....	Flowers blue and white, small....	"
Anemone (wood).....	9 "	Crowfoot.....	Flowers white.....	"
Goldthread.....	12 "	Crowfoot.....	Flowers white, stems yellow under ground.....	"

KINDERGARTEN RESULTS

HENRY W. HOLMES.

Among modern "muck-rackers" none is more certain of a hearing than the catchphrase critic of our public schools. In America, education is like government — everybody's business; and the teacher-baiting which is so tiresomely common in our magazines and on our platforms is a natural part of the present discontent with most of our national faiths and works. As such, it may do more good than harm. The good it does is noteworthy whenever it induces a parent to see for himself, in a spirit of fair inquiry, what his children are doing in the school-room.

But too often the rash dogmatism of writers who generalize brilliantly from one or two exceptional instances actually affects the policy of responsible school committees and superintendents. When for example, a single school officer is likely to take seriously the assertion, made by a well-known doctor who writes on education and the hygiene of child life, that it is better to let our children play in a sewer than send them to a kindergarten, those who know what kindergartens actually accomplish, have reason to grow uneasy, if not indignant. Much of the current criticism of schools and colleges is equally perverted and may occasionally prove pernicious.

In the case of the kindergarten we need to remind ourselves that it is easy to pick out one or two items in a day's program at school and condemn them as useless or injurious; easy, too, to prove that certain children do not profit by the program as a whole; but an entirely different thing to prove that the kindergarten is not worth while as part of a school system, for "all the children of all the people."

A few mothers may do at home what a kindergarten can do; others may think that a governess or even a nursemaid may do as much or as well; but most mothers know their own limitations of time, strength, patience and intelligence—and have no governess or nurse-maid. They welcome the aid of a good kindergarten and find the results of the kindergarten course, as a whole, excellent.

Those who write of the technique of kindergarten instruction may speak of the preparation of the children's minds for later scientific thinking, or of their hearts for ethical feeling, or of their imaginations for creative exercise of any sort. These matters we may leave to the expert, together with

questions of sanitation, eye strain, muscle strain and over-stimulation of the infant intellect. Happily, we know that kindergarten leaders and kindergarten teachers are awake to their own problems and steadily progressive in the solution of them. On grounds of public policy kindergarten may be amply defended in a simpler way.

The kindergarten takes children at four. It relieves the home, enlarges the lives of the children, eases the transition from home to school, and lays a foundation for the school to build on.

Most children get from the kindergarten increased resources — they become better able to amuse and instruct themselves; increased readiness and poise in handling their own bodies and the things about them; a perceptibly clearer notion of what the world is like and what people are about; and an appreciable increase in steadiness of judgment between good and bad, fit and unfit.

But even if one or all of these results would seem to be lacking, the child at kindergarten is safe, happy, active and under wise guidance; the mother is relieved; and the school is getting some of its preparatory work accomplished.

Of course there are kindergartens and kindergartens — and if those in a given community are bad or indifferent, it is somebody's business to make them good. The inexpert observer who wants to know how to tell a good kindergarten when he sees it will find help in the pamphlets issued by the National Kindergarten Association, 1 Madison avenue, New York. Meanwhile, the best testimony to take is that of mothers — preferably those of moderate means, without special theories of education to exploit, and with two or more children.—*Boston Globe*.

Oregon tries to put high-school education within reach of the boys and girls of every rural community. A state law provides for a county fund from which any district that, either alone or with a neighboring district, maintains a standard high school, may draw money in proportion to the number of pupils in the school. The plan was first tried in Lane County in 1908. The six high schools of that year, with 523 pupils, have increased to sixteen, with nearly a thousand pupils. Seven other counties have adopted the plan, with the result that now there are said to be more high-school pupils in proportion to the population than in any other state.—*Youth's Companion*.

CITRUS FRUIT.—ITS PRODUCTION.

AGNES McSWEENEY.

An orange — "the concentrated essence of the balmy air and golden sunshine of the Land of Flowers."

Let me tell you readers something of the work involved, in raising this globe of juiciness and delight. The orange is indigenous to Florida, so say the inhabitants, being found, both sour and sweet varieties, growing wild in the swamps. The best oranges are produced by budding the sweet on the sour. Previous to the freeze of 1895, the general practice was to insert the bud twelve to eighteen inches above ground, but since then the tendency is to bud much nearer the surface, so that the trees may be banked, in case of frost. The soil of Florida, excepting the Hammock land, (which do not confuse with Hummock,) being very sandy, consequently poor, requires careful fertilizing. The three important elements of plant food, nitrogen, potash, and phosphoric acid, are not found to any extent in the piney woods of Florida, so must be supplied, and as fertilizers cost from \$35 to \$40 a ton, and a grove requires fertilizing twice a year, one can easily compute the first item of expense in a grove of any considerable acreage.

The trees should be planted twenty or thirty feet apart, as they grow very large, some trees yielding from twenty to twenty-five field boxes, each box containing from one hundred to two hundred oranges.

The orange tree belongs to the Evergreen family and begins to bloom in February. It is odd to see the ripe fruit, the bloom, and the green fruit, on the same tree; but to be expected in a land without well defined seasons.

By November, the fruit is ready to be picked, packed and shipped, and then Florida's busy season begins.

The picking is largely done by the colored people, an expert packer making \$3 and \$4 a day, at four cents a box. The picking has to be done very carefully, the stem cut off close to the fruit, with clippers, leaving it smooth, so as not to injure the fruit, in packing, which is done at the Citrus Fruit Exchange. In a grove free from insect attack, the fruit is perfect, and can be shipped without washing. But many groves suffer from the ravages of the white fly, (*aleyrodia citri*) which leaves a sooty mould and so must be washed.

A very ingenious machine has been constructed, where the fruit is poured into a large vat with flowing water, then it is passed on to be scrubbed by brushes arranged on a chain belt, thence through groves or runways to bins, where it is sorted and sized by the packers. Now there are various packs, according to size of the fruit, and these must be strictly adhered to, to make the top layer come right.

Each orange is wrapped separately in a glazed paper and put in commercial boxes, smaller than the field boxes. These boxes are made of pine wood, the pine tree also a source of wealth to Florida. Then comes the crucial time—the shipping! This harvest, golden very often only in appearance, which has caused many sleepless nights to its owners, for fear of frost and other climate changes, is now in the hands of the transportation companies, where it is slammed from station to car and car to transfer wagon. When the returns come in—"Fruit in unsatisfactory condition, didn't carry well," little wonder; consequently price also unsatisfactory.

Many growers sell their crop on the trees at 75 cents a box, \$1.25 or \$2.00 according to the market. Various names are given to the grades of oranges such as brights, fancy, seconds, russets.

Tangerines, or kid glove oranges, which are the favorite with many, are smaller and of a much deeper tint than the round orange. They, as well as mandarins and satsumas, originally came from China. The Florida orange to my taste, is far ahead of the California, having a much thinner rind and being much more juicy. From the choice of the stock, to the delivery of the package of perfect fruit to the consumer, is a horticultural accomplishment not to be surpassed, and only he, or she, now that the suffragette has arrived, possessed of good judgment and considerable means should enter in.

Oviedo, Florida.

NOTICE TO SUBSCRIBERS.

Those who have been in closest touch with the late Editor of the REVIEW are devising ways and means of continuing the publication along former lines. Definite announcement will be made in the next issue as to the future policy and management of the paper. The same support is earnestly solicited.

SUMMER SCHOOL OF SCIENCE.

The calendars for this year's session of the Summer School of Science are now out, and should receive the careful consideration of all teachers who are looking for inspiration and help with the work of the coming year. Those who have attended former sessions will find that favorite subjects may be taken again with profit; shown, as they will be, from a fresh view point or taught to an advanced class. But the teacher who wishes to be an all-round workman will do well to consider also those subjects in which he is weak.

Particularly worthy of notice is the wide range of subjects taught. Besides the regular and advanced classes in agriculture, physics, geology, botany, zoology, physiology, there are also those in manual training, drawing and English literature. Instruction in music, elocution, French, German, psychology, and child study are given, if a sufficient number ask for them.

Especially worthy of notice is the proposed course in English literature, and it is of this that we would speak more particularly. Those who have taken the course in former years are able to vouch for its helpfulness. For many of them *Maud*, *The Merchant of Venice*, *the Lady of the Lake*, *As You Like It*, and the lyrics of the seventeenth century have taken on a new significance. Chaucer is no longer a sealed book, nor need the reader miss the "swaying melody of his verse."

The effectiveness of the method used in teaching Chaucer makes one wonder if a vocabulary of words from a foreign tongue might not be more easily acquired by the memorizing of choice bits of poetry from that tongue—poetry of sounding rhythm that could easily be remembered. Even a foolish little "jingle" may sometimes prove very effective in "helping lame dogs over stiles" of a new language. Think of the number of common little words which may be fixed in the mind of the beginner by the following:

"In den veld kein besser ding
Als saur kraut und kifferling."

The course in English is varied and comprehensive, including:—Chaucer, *Prologue*, *A Knight*, Shakespeare, *The Merchant of Venice*; Tennyson, *The Princess*; Lowell, *The Vision of Sir Launfal*; Palgrave, *Golden Treasury*, Book III.

It must not be supposed that the class is expected to make an exhaustive study of these selections during the three short weeks of the Summer School.

With the exception of the Chaucer, on which no previous work is required, all of these poems should be studied at home, so that the final study given them in class may be intelligently followed. However, many who attended the class in former years without any particular home preparation must have been surprised by the amount learned, the extent of ground really covered, and the clearer and fuller insight gained.

The English work for this summer follows naturally that of last which included: Chaucer, *As You Like It*, *Maud*, and the *Golden Treasury*, Book II; The *Preest* and the *Prioress* from the *Canterbury Tales* already have been read, now we study the *Knight* who "loved chivalrye, trouthe and honour, freedom and courteisye."

The Merchant of Venice is so often part of the High School work, that those who teach Academic subjects will be glad to know that it is to be taught at Summer School this year, and right here, we should like to put in a plea for the systematic teaching of suitable gems of English literature to children in the common schools. Strange as it may seem to our more mature minds, they are then really capable of true appreciation and keen enjoyment of the best. At the age of from ten to twelve which Dr. Perrin of Boston University calls the time of Hero Worship, children seem particularly responsive to stories and bits of poetry from Shakespeare. If the children's taste is cultivated then, it makes the teaching of literature so much easier later on.

Tennyson is a poet liked by almost everybody, particularly the young. The literature class of former years, has taken great enjoyment from the study of *Maud*. This year we have the *Princess*, another poem which often finds its place on the High School curriculum. This poem should prove particularly interesting just at this time, when so much is being said about woman's true sphere of usefulness; and showing as it does, the ideas of half a century ago refracted through the rarer medium of the mind and imagination of a great poet.

"Yet in the long years liker must they grow;
The man be more of woman, she of man;
He gain in sweetness, and in moral height,
Nor lose the wrestling thews that threw the world;
She mental breadth, nor fail in childward care
Nor lose the childlike in the larger mind."

It seems fitting that sometimes we should include in our English work something from the American

poets. The *Vision of Sir Launfal* is a worthy example of the work of the Cambridge group. Prominently from the rest of the poem stand out the two charming companion pictures. One is of a little winter's brook under a roof of ice, where

"He sculptured every summer delight
In his halls and chambers out of sight."

The other picture is of a bright June day, full of the keen joy and the young life of the springtime.

"Every clod feels a stir of might,
An instinct within it that reaches and towers,
And groping blindly above it for light,
Climbs to a soul in grass and flowers."

The story of Sir Launfal is that of a young knight who would start out, as did Sir Galahad, in search of the Holy Grail. In a vision he sees himself, a feeble, disappointed, homeless old man, who has failed in his quest, and for whom the cold wind seems to sing this song: "Shelterless, shelterless, shelterless!" In sharing his crust and cup of water with the loathsome leper he finds his long search is rewarded at last.

"The Holy Supper is kept, indeed
In whatso we share with another's need;—
Not what we give, but what we share,—
For the gift without the giver is bare."

The poems of Palgrave's *Golden Treasury* Book III can be seen to mark a transition period between the poetical ideas of the Restoration given in Book II, and the fuller, freer, more wholesome imagination of Scott, Shelley, Wordsworth, and their friends. Besides many old favorites like *How Sleep the Brave*, *The Land of the Leal*, *Grey's Elegy* and other well known poems of the eighteenth century, this book contains some of Burns' sweetest lyrics: *Ye Banks and Braes o' Bonnie Doone*, *O my Luve's like a Red Red Rose*, etc.

In concluding this outline of the summer's work in literature, it might be well to say that the instructor in this subject, Mr. S. A. Starratt, has asked that in preparing the work, particular attention be paid to the intercalary songs in the *Princess*, the descriptions of summer and winter in the *Vision of Sir Launfal*, and to the poems of Burns in the *Golden Treasury*.

S. E. PRIMROSE ELLIOTT,
Associate Secretary of S. S. of S.

Mr. Chester A. Pugsley, Principal of the West Highlands School, Amherst, is taking a vacation in Bermuda.

TROUBLE.

The end of the earth will come some day!
We should worry!
The time is coming, astronomers say,
When the comets will curdle the Milky Way;
And we should feel perturbed.

The ocean is losing its salt, I hear —
We should worry!
In a couple of million years, I fear,
The ocean will taste decidedly queer;
And the thought is turning me gray.

The whole human race is losing its hair —
We should worry!
The heads of men will be shiny and bare,
In a million years, as the back of a chair;
And that is the reason I weep.

The suffragettes (English) are framing a plan —
We should worry!—
To eradicate all of the gender called "Man"
As quick as the darlings conveniently can;
And it's breaking my sensitive heart.
—New York Evening Sun.

Now is the time to begin the lessons of the preservation of plants: to love a flower and "leave it on its stalk." When a child has learned that, he has learned a great deal more than that. He has learned a wholesome self restraint; he has learned to respect the rights of others. He sees beauty by the way-side and leaves it for others to enjoy. I keep a plot of black-eyed Susans on my place near the road side, so that the passers-by may enjoy them. One day I saw a lady picking them with a hungry hand on her way to the train. "Please leave a few," I said. "Oh," said she, "I thought they were wild," And thinking they were wild, she could take them all regardless of others. Some collectors of plants will take all, in sight of some rare plant. While collecting once with a noted botanist we came upon three plants of a rare species in the deep woods. "One for you," he said, "one for me, and we must leave the other for the next who may pass this way."

Travelling due West four days from Montreal were an Englishman and his valet. The latter looking out over the great stretches of country finally turned to his master and said; "I was just thinking sir, that Columbus didn't do such a wonderful thing after all when he found this country; Ow could be 'elp it?"

FOR THE LITTLE FOLK.

A Game of "I Spy."

Hyacinth, daffodil, crocus, so spry,
Down in the ground are all playing "I spy."
"Safe! You can't find us," they cry, "Mr. Sun!
You must be It for a long time! What fun!"

Patters the rain on each young, tender thing.
Then comes the Sun, and he shouts "It is spring!"
Dotting the grass like dear fairy lamps lit —
"Crocus, I spy you, and so you are It!"

—*Youth's Companion.*

Little Miss Tardygirl.

At bedtime she sat in the firelight's gleam,
And little Miss Tardygirl had a queer dream.
She dreamed that she'd turned to a wee flower-elf,
And was out in the meadow to live by herself.
Her breakfast was served in a big buttercup,
But she came there too late and a bee ate it up!
She managed to miss every thistle-down car
That went to the knoll where the blueberries are,
And she was too late at the Toadstool Cafe,
And so she went hungry the long summer day.

At last it grew dark and she looked for a bed.
"I'll sleep in that lily," she drowsily said.
To reach it she climbed up a grass-stalk so green;
How soft was its gold heart, a bed for a queen!
"Too late," said the lily, and shut her bud tight,
Leaving poor little Tardygirl out in the night.
At bedtime she sat in the firelight's gleam,
And little Miss Tardygirl woke from her dream.
She blinked her blue eyes as she rushed to the bed.
"Oh, don't shut it up — I am coming," she said.

—*The Youth's Companion.*

The Way to June.

It is through the glade that the ice has made,
And under the glistening trees,
Beyond the snow, where the cold winds blow
Through the cave of the old March breeze;
Then down the lane of the April rain
Under violet-scented showers,
And off by way of the hills of May
With their apple-blossom bowers;
Then on again through a leafy glen
With the bird-songs all atune,
Where you rest awhile, at the rose-hung stile,
For you've found the way to June.

—*St. Nicolas.*

Flowers of trees are very small;
Growing high on branches tall,
If you wish these things to see,
Look up in the elm tree.

To-day the world is very wet,
Though yesterday 'twas dry;
Perhaps last night the "Bear" upset
The "Dipper" in the sky.

"Little girl, what are you doing?"
After yawning, she turned about,
And said, quite as a matter of fact,
"Why, I'm letting the tired out?"

Do the work that's nearest,
Though it's dull at whiles,
Helping, when you meet them,
Lame dogs over stiles.

One summer's morning I heard a lark
Singing to heaven, a sweet-throated bird;
One winter's night I was glad in the dark
Because of the wondrous song I had heard.

Oh, a trouble's a ton,
Or a trouble's an ounce,
And it isn't the fact
That you're hurt that counts,
But only, how did you take it?

Rainy days and sunny days —
What difference makes the weather,
When little hearts are full of love
And all are glad together?

CANADIAN BORN.

We first saw light in Canada, the land beloved of God;
We are the pulse of Canada, its marrow and its blood;
And we, the men of Canada, can face the world and brag
That we were born in Canada beneath the British flag.

Few of us have the blood of kings, few are of courtly birth,
But few are vagabonds or rogues of doubtful name and worth;
And all have one credential that entitles us to brag —
That we were born in Canada beneath the British flag.

We've yet to make our money, we've yet to make our fame,
But we have gold and glory in our clean Colonial name;
And every man's a millionaire if only he can brag
That he was born in Canada beneath the British flag.

No title and no coronet is half so proudly worn
As that which we inherited as men Canadian born.
We count no man so noble as the one who makes the brag
That he was born in Canada beneath the British flag.

The Dutch may have their Holland, the Spaniard have his
Spain,

The Yankee to the south of us must south of us remain;
For not a man dare lift a hand against the men who brag
That they were born in Canada beneath the British flag.

E. PAULINE JOHNSON.

For the EDUCATIONAL REVIEW.

CANADA.

Hail to the land I love,
Canada!
Revered all lands above.
Land of the purling stream,
Land where the soft lights gleam,
Land of the poet's dream,
Canada!

Where lies thy charm for me,
Canada!
Wild coast or inland sea?
Wide stretching prairie land,
Mountains that snow-capped stand,
Forests, majestic, grand,
Canada?

Not these alone the spell,
Canada!
Though these might plead full well,
To me their greatness cries,
"From strength to strength arise,
Gird thee to high emprise,"
For Canada.

Mother across the sea,
Canada
Stretches her hands to thee,
Proud of her ancestry,
Strong in her loyalty,
True to her destiny,
Canada!

M. E. VEAZEY,
St. Stephen.

THREE CHEERS FOR FOR CANADA.

DONALD A. FRASER.

Three cheers, three cheers for Canada!
And loudly let them ring:
Three cheers, then, for our Empire great,
And thrice three for our King!

Three cheers for Canada!
The land of lands the best;
The land our fathers died to free,
The land their toilings blest;
The land by nature loved,
And lavishly adorned;
The land where Freedom folds her wings
And tyranny is scorned.

Three cheers for Canada!
We give them with a will.
Our country claims our dearest love,
Her calls our pulses thrill,
All eager fro the fray.
No war-clouds terrifies,
Nor foeman daunts the loyal heart
That in each bosom lies.

Three cheers for Canada!
May peace hold sway supreme,
And plenty fill our stores with grain;
Her waters richly teem.
The God of nations guard
Our land from every blight,
And aid her sons to keep her name
Aglow with spotless light.

Three cheers, three cheers for Canada!
And loudly let them ring!
Three cheers, then, for our Empire great,
And thrice three for our King!

— Pebbles and Shells

THE COLORS OF THE FLAG.

REV. FREDERICK GEORGE SCOTT.

What is the blue on our flag, boys?
The waves of the boundless sea,
Where our vessels ride in their tameless pride,
And the feet of the winds are free;

From the sun and smiles of the coral isles
To the ice of the south and the north,
With dauntless tread, through tempests dread,
The guardian ships go forth.

What 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 do stand.
Yea, dearer than fame is our land's great name,
And we fight wherever we be,
For the mothers and wives that pray for lives
Of the brave hearts over the sea.

What is the red on our flag boys?
The blood of our heroes slain
On the burning sands of the wild waste lands,
And the froth of the purple main;
And it cries to God from the crimson sod,
And the crest of the waves outrolled,
That He send us men to fight again,
As our fathers fought of old.

We'll stand by the dear old flag, boys,
Whatever be said or done,
Though the shots come fast as we face the blast,
And the foe be ten to one;
Though our only reward be the thrust of a sword
And a bullet in heart or brain,
What matters one gone, if the flag float on,
And Britain be lord of the main?

The editor of a paper in the west in an editorial criticised the spelling of the school children, and the school board issued a challenge to any 12 business men to spell against 12 eight-graders. Not only did the youngsters spell down the business men, but the editor of the paper that made the criticism was the first one to go down. He was unable to blame it on the printer or proof reader this time, and will probably be a little more chary of his criticisms hereafter.—Carleton Sentinel.

PAULINE JOHNSON.

The death of E. Pauline Johnson (Tekahionwake) the Canadian poetess, took place at Vancouver, in March, and has been heard of with regret in all parts of Canada where her poetry, Indian legends, and fame as a reciter are well known. She was the grand-daughter of a Mohawk chief who served Canada faithfully in the war of 1812. She was the daughter of George H. M. Johnson, the head chief of the Six Nation Indians. Her mother was Emily Howells, a native of Bristol, England. She was born on the Reserve in Brant county, Ont. She was educated privately and early in life showed an interest in poetry and began to write verses that were published in various American and Canadian monthlies. Many of the best poems, those with the greatest fire and spirit, deal with Indian topics. She was a warm champion of the Indian, a lover of the out of doors, and a passionate imperialist.

In 1894 Miss Johnson visited England and published under the title *White Wampum* a collection of poems that created a most favorable impression. She returned to England again in 1906 as a poet entertainer, and was widely entertained by nobility and other distinguished people. A few years ago Miss Johnson published a second volume of poems, *Canadian Born*, and only recently under the title *Flint and Feathers* there was issued a complete collection of her poetical writings. A volume in prose of Indian legends and stories also has attracted great attention.

About a year ago she published a unique little volume, "Legends of Vancouver," a series of Indian stories told her by the late Chief Joe Capilano, whom she first met in England in 1906, when he came to lay the needs of his people before King Edward. His joy when so far from home, at being greeted in his beloved Chinook tongue won his confidence, and these stories, he assured her again, had never been told to any other English-speaking person.

The following is one of the most beautiful of her poems.:

IN THE SHADOWS.

I am sailing to the leeward,
Where the current runs to seaward
Soft and slow.
Where the sleeping river grasses
Brush my paddle as it passes
To and fro.

On the shore the heat is shaking
All the golden sands awaking
In the cove;
And the quaint sand-piper, winging
O'er the shallows, ceases singing
When I move.

On the water's idle pillow
Sleeps the over-hanging willow,
Green and cool;
Where the rushes lift their burnished
Oval heads from out the tarnished
Emerald pool.

Where the very silence slumbers,
Water lilies grow in numbers,
Pure and pale.
All the morning they have rested,
Amber crowned, and pearly crested,
Fair and frail.

Here impossible romances,
Indefinable sweet fancies,
Cluster round;
But they do not mar the sweetness
Of this still September fleetness
With a sound.

I can scarce discern the meeting
Of the shore and stream retreating,
So remote:
For the laggard river, dozing,
Only wakes from its reposing
Where I float.

Where the river mists are rising,
All the foliage baptizing
With their spray;
There the sun gleams far and faintly,
With a shadow soft and saintly,
In its ray.

And the perfume of some burning
Far-off brushwood, ever turning
To exhale
All its smoky fragrance dying,
In the arms of evening lying
Where I sail.

My canoe is growing lazy,
In the atmosphere so hazy
While I dream;
Half in slumber I am guiding,
Eastward indistinctly gliding
Down the stream.

"Three knots an hour isn't such bad time for a clergyman," smilingly said the minister to himself, just after he had united the third couple.

REVIEW'S QUESTION BOX.

1. In that group of islands in the Atlantic Ocean, is Bermuda the name of the island? If so, how large is it?
2. Are any of the other islands inhabited?

Yes. The group is commonly called the Bermudas, and the largest island is Bermuda. It is fifteen miles long, and from one to two miles wide, and contains the capital, Hamilton. The only other town is St. George, on St. George Island. But several other islands are inhabited; among them Somerset, St. Davids, Ireland and Watford Islands. The name "Bermudas," (old form Bermoothes), is a corruption of Bermudez, the name of the discoverer of the islands.

Miss E. J. A., New Brunswick:—The "lumps" on the ash twig are a scale insect. Put some of them in a covered fruit jar, and watch them develop.

The "large growth of buds" on the birch twig is due to some disease—probably fungus which prevents the branches from developing. Hence, there results a compact mass of dwarfed branches similar to the "witches broom" so common on spruce and fir.

The central axes of the birch catkins will soon break off.

ARE THE SEASONS CHANGING?

The belief of many people that the seasons are undergoing some kind of change has led Professor Ignazio Galli to examine the weather records of the entire eighteenth century. They show fifty-one winters that lasted well into spring, thirty-one warm winters, thirteen unusually early winters, twelve mild winters followed by cold springs, eleven mild winters followed by mild springs, eleven cold autumns, eight very warm springs, eight summers with frosts, and five very warm autumns. There was one instance of six consecutive warm seasons. More than three-quarters of the periods of unusual weather occurred between the middle of autumn and the end of Spring. Many times during the eighteenth century, the same apparent anomalies recurred at the same seasons in several successive years; in every case, the seasons regained their normal characteristics. There have always been persons who imagined that the seasons were becoming warmer or colder than before. There is, however, small foundation for such beliefs; the world has indeed experienced many cold summers and many warm winters, but such seasons are not the rule, but the exception.

—*Youth's Companion.*

MOVING DAY FOR MRS. LYNX.

The domestic life of the American lynx or wild cat is not often exposed to the observation of a sympathetic human being. All the more interesting is this little incident, of which a contributor to the *Outing Magazine* was a witness:

I watched a lynx family moving out one day. It was an interesting sight. I was cruising up a mountain road to a clump of cedar timber, and had no weapon except my axe. While I was creeping silently through the timber, I heard a cat mewing, I seated myself on a fallen log just at the edge of the dense timber, and waited. Presently I decided that the sound came from a fallen hollow cedar, a few rods from where I sat.

A lynx appeared at the opening, looked back into the hollow, and mewed encouragingly. She was joined by two half-grown kittens that stood blinking at the bright sunlight. The old one moved forward a few feet and called to her brood. They toddled out, and joined her. She played with them, cuffed them about, and bit at them, mewing and purring the while, exactly as a tabby does with her family.

In a short time she moved on again, stopped, and coaxed them to follow. It took her half an hour to lead them into the protection of the forest. My axe was not an effective weapon, but had I been otherwise armed, I could not have brought myself to molest the mother and her young.

BETTER PENMANSHIP NEEDED.

According to the manager of the general mercantile branch of the National Employment Exchange in New York, "there are a great number of young men seeking clerical positions who are not fitted for them. Many of these are men who left school before they had received sufficient education to fit them for clerical work; others are simply incompetent."

Complaints against poor penmanship have been voiced lately in England. With all our devotion to popular education in recent years we seem to have failed to teach young persons to write well. The typewriter has not displaced and is not likely to displace handwriting for much of the work of the business world. Our schools should pay more attention to the subject, and even adults who cannot write well should learn to do so for their own advantage.—*Chicago Record Herald.*

NATURE STUDY AND OBSERVATION.

Will those who are kind enough to help in the work please notice that reports of observations made should be sent not later than the 25th of each month, to Professor H. G. Perry, Acadia University, Wolfville, and not to the REVIEW, St. John.

CURRENT EVENTS.

Port Nelson is to be the tidewater terminus of the Hudson Bay Railway, and work will be resumed at once upon the line which is to shorten the distance between the grainfields and the Liverpool market by more than a thousand miles. Though grain can be shipped by this route, probably, for only two or three months of the year, the volume of the traffic during those months will be immense. From some parts of Alberta, grain could be shipped more cheaply through Pacific ports, to reach Europe by way of the Panama Canal; but, as there is appreciable danger of such a cargo being injured by heating in the warm and humid climate of Panama the Hudson Bay route will be considered safer.

There are two great tracts of forest in the Dominion, one in the Rocky Mountain region, upon which we are already drawing for our best timber for certain purposes, the other extending from the valley of the St. Lawrence to the shores of Hudson Bay and Hudson Strait. The latter is, as yet, untouched, except along its southern border. It lies in the provinces of Quebec and Ontario, measuring about 1,700 miles from east to west, and about 1,000 miles in width from north to south. There are but three larger forest areas in the world—one in the valley of the Amazon, at least 2,000 miles in length; one in Central Africa, supposed to be not less than 3,000 miles long; and one of equal extent in Siberia. All three are practically inaccessible. Canada, therefore, has at present the greatest available supply of timber; and this will probably be true for many years to come.

Another material for the production of paper is suggested. It is a plant found in India, and also in Brazil. If this plant can be extensively cultivated in tropical countries, as is now proposed, we shall not have to cut down our forests for pulp wood.

The Sahara is losing its terrors. Four French military aeroplanes have safely returned after a trip of five hundred miles over the desert.

The first parliament of China is now in session. It was opened with great ceremony and much popular rejoicing. It is probable that the Chinese Republic will soon be recognized by all the great powers, and thus take its place among established governments. The Brazilian government has been the first to extend its recognition.

Mexico is still in an unsettled condition. The rebels are almost in full control of the State of Sonora, and there are very formidable insurrections in other states. Many foreigners are leaving the country.

The first British merchant steamer to carry guns and ammunition in times of peace is now on her way to South

America. She has among her crew officers and men of the royal naval reserves to work her armament should such action be needed.

Heretofore it has been necessary to repeat a telegraph message that came across the ocean, because the current sent through an ocean cable was not strong enough for use on land lines. Now, with the new Gott system in use, it is found possible to send a message from Victoria, B. C., to London, England, without relaying at the cable stations.

The great desire for education which is shown among the blacks in South Africa, where they outnumber the whites five to one, is of the gravest political importance. The educated natives will demand political rights. They must, at least, in the end obtain control of their own affairs. But there is no reason to suppose that native equality or native control under British influences would make South Africa another Mexico.

The "Vaterland," a new German steamship which is to run between Hamburg and New York, is the largest vessel afloat. She is nine hundred and fifty feet long; and will carry over four thousand passengers, and a crew of one thousand two hundred.

A railway car fitted for use as a place of worship has been in use for sometime on Canadian railways, as well as in the United States and elsewhere. In Texas, these railway chapels have been supplemented by a motor car, similarly fitted. It is known as the Motor-Chapel of St. Peter.

The weakness of the central government in the United States is again brought to notice by the renewed anti-Japanese legislation in California. A bill before the legislature of that state denies to aliens the right to hold land unless they declare their intention of becoming citizens. This sounds fair; but it is really directed against the Japanese, who are not legally permitted to become citizens. The United States treaty with Japan agrees that the Japanese shall have equal rights with other foreigners in the country; but the central government, unlike our Federal Government, cannot veto an act of the local legislature, and so it seems quite possible for California to involve the whole nation in a war with Japan.

Two plants have been established in Cape Breton for briquetting coal; one with a capacity of ten tons per hour, and the other double this capacity. The briquets are made from the waste of the bituminous coal, mixed with seven to eight per cent of pitch. It is claimed for this product that there is practically no dust; and that there are no clinkers, no danger of spontaneous combustion and no odor.

We are indirectly interested in the outcome of the Japanese question in California, for the matter of the rights of Japanese immigrants in British Columbia may be raised again, and may not be easy to settle. Public opinion in Japan is strongly aroused. The Japanese government may be compelled to demand that immigrants from Japan be received in both countries on exactly the same terms as white immigrants. Meanwhile the authorities are making every effort to allay the popular resentment.

There is increasing danger of another revolution in Portugal. The monarchists are active, the republicans are divided, serious disturbances have recently occurred in Lisbon, and it is said that Britain may be asked to intervene.

A remarkable strike has occurred in Belgium — remarkable because it accomplished its purpose without violence. Its

object was to bring about a change in the suffrage laws, and the government has appointed a committee to consider the matter, which is taken to mean that the reform will be adopted. In some countries there are two classes of citizens, in respect to voting privileges; and Belgium was one of these. Nearly a million men were entitled to the lesser citizenship, which gave them each a vote in the elections; but there were some seven hundred thousand others who enjoyed the privileges of the greater citizenship, because of larger property interests, or because of rank or learning or official position, and these had two votes or three votes each. The strike was for an equal franchise, and a nearer approach to manhood suffrage.

The English authorities are trying to break up the organization of women who call themselves militant suffragettes, and who by destroying property and defying the laws of the land are endeavoring to draw attention to their cause. The leaders have been arrested; and if new leaders arise they will also be apprehended. The sober and law abiding advocates of woman suffrage have no sympathy with the militants, whose crimes of violence they think are retarding instead of advancing the cause they pretend to have at heart.

Though the Balkan war seems to have ended, and terms of peace are under discussion, it is too soon to say that all danger of its leading to a general European war has disappeared. Montenegro, the little state which began the war, continued it after the other Balkan armies had agreed to a truce. Its object, the capture of the city and fortress of Scutari, just south of the southern corner of Montenegro was nearly accomplished. The Great Powers of Europe, meaning Germany, Austria, Italy, Russia, France and Great Britain, forbade this capture; but Montenegro disobeyed, and, after a two day's assault, the city fell. Austria demands that Montenegro be punished, and the situation is very grave.

SCHOOL AND COLLEGE.

The Annual Convocation of Dalhousie University was held in the Academy of Music, Halifax, on April 24th. Addresses were delivered by the President, by the Chairman of the Board of Governors, and by Professor Mackintosh of Edinburgh University. The President drew attention to the fact that Dalhousie celebrated this year the jubilee of its second birth, as the "Act for the regulation and support of Dalhousie College" was passed in 1863. The Chairman of the Board announced that the "Dalhousie Campaign" had succeeded so far as to secure \$450,000, with hopes of reaching the half million dollar mark.

Sixty degrees were conferred. The prizes and diplomas were awarded as follows:—

Waverley prize (Mathematics), Mary Louise Clayton.

Alumnae Bursary (best woman student in third year), Lillian Bayer and Annie L. McGrath.

Jotham Blanchard Bursary (Highest standing in the first year) Elizabeth Hall.

Dr. Lindsay prize (2nd prof. examination), Arthur Hines.

Practical histology prize (presented by Fraser Harris) C. K. Fuller.

Maritime Dental Supply Co. prize (Highest standing in first year dental subjects) Gordon B. Richmond.

Mylius gold medal (Highest standing in Pharmacy) John C. Sellon.

Diplomas of honor, Classics — high honor — Walter Melville Billman. Philosophy — Honors — Robert Earle Day, Ernest Spurgeon Smith.

Diplomas of general distinction. Great distinction — Frank Dunstone Graham, Norman Ericksen Mackay, Helen Gertrude Douglas Steves, Robert Forsythe Yeoman. Distinction — Mary Louise Clayton, Charles Alexander MacKay, Waldron Abbott MacQuarrie.

Graduate prizes and medals, Governor-General's gold medal — Walter M. Billman. Avery prize — Norman Ericksen Mackay.

Nomination to Rhodes Scholarship — Walter Melville Billman.

Junior Entrance Scholarship.

Sir Wm. Young, scholarships — Annie L. McGrath (Prince of Wales College). William E. Harris (Pictou Academy). C. J. Roche (Halifax Academy). J. F. MacLeod (Sydney Mines High School). C. D. Piper (Truro Academy). H. B. Vickery (Yarmouth Academy).

The Amherst schools have had a unique experience. On April 28, when Cumberland County united in honoring its most distinguished son, Sir Charles Tupper, the school children, numbering over 2,000, marched with fluttering flags from the Academy to Victoria St.

As the long procession passed, Sir Charles told Supervisor Lay "Tell the children that I never witnessed anything that pleased me so greatly as their procession, thank them and their teachers for their courtesy to me."

Teachers and pupils alike consider it a great privilege to have seen and heard so eminent a statesman.

N. B. OFFICIAL NOTICES.

The Board of Education has authorized Saturday, May 31, as a substitute teaching day for the last day of the school year (1912—13) which falls upon Monday.

The departmental examinations, including University Matriculation and Normal School entrance, will be given at the various stations upon Tuesday, July 1st next.

After the end of the present school year (June 30, 1913) all school boards will be required to provide in their schools the prescribed course of physical training.

Physical training courses will be given during the present year, as follows:

At Fredericton beginning July 8th.

At Shediac beginning July 8th.

At Halifax (Summer School) July 8th.

It is expected that the usual course will be given in Military Training at Fredericton, beginning about July 10th.

Education office
May 6, 1913

W. S. CARTER
Chief Supt. Education.

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TO

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G. U. HAY, Editor.

SAINT JOHN, N. B., CANADA.



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