

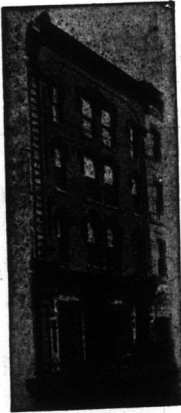
# THE EDUCATIONAL REVIEW

VOL. XXI. No. 12.

ST. JOHN, N. B., MAY, 1908.

WHOLE NUMBER, 252.

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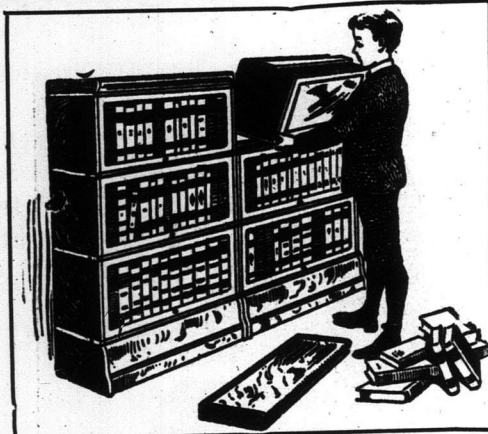
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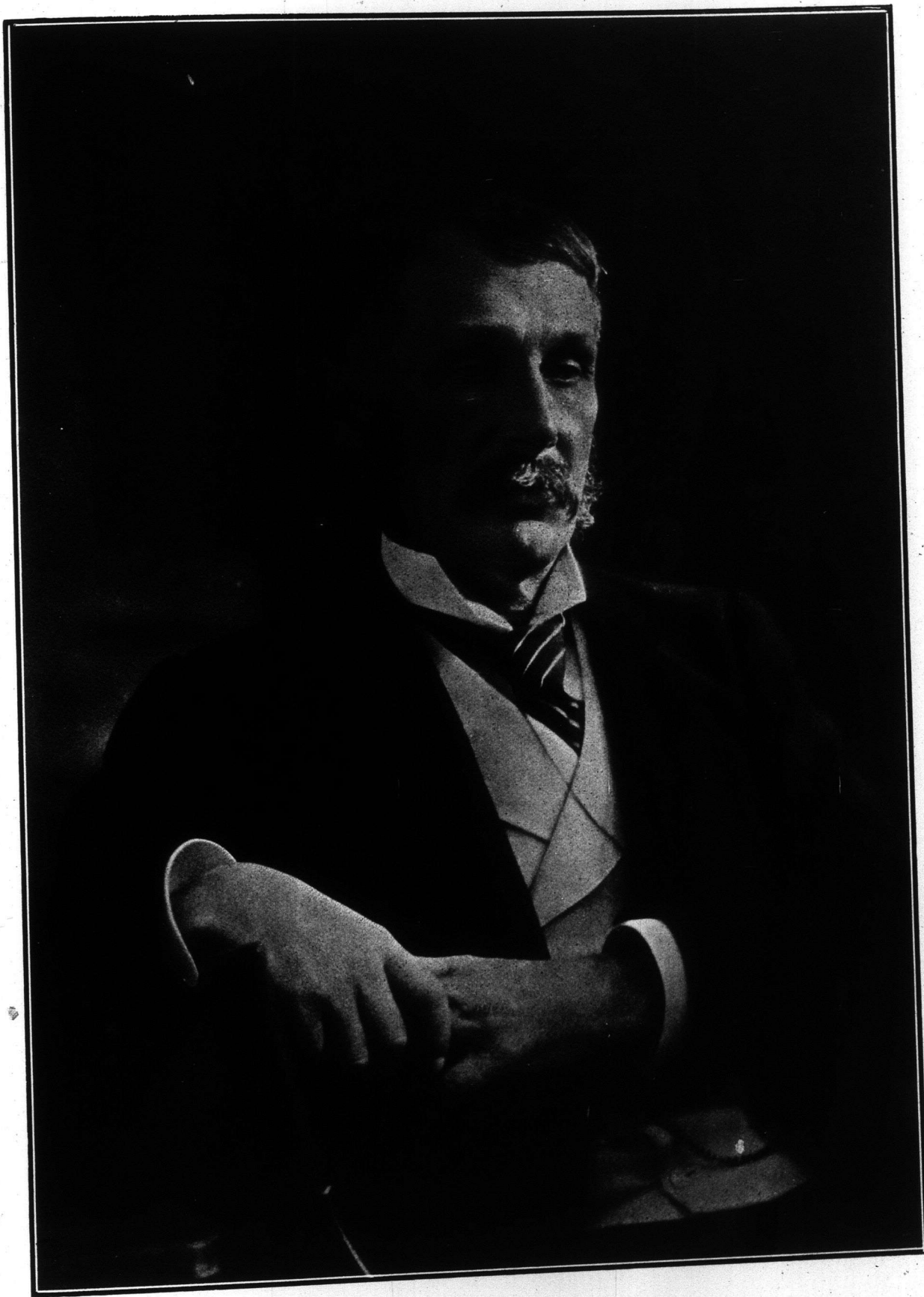
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A file of this paper can be seen at the office of E. & J. Hardy & Co., 30, 31 and 32, Fleet Street, London, England, free of charge; and that firm will be glad to receive news, subscriptions, and advertisements on our behalf.

THE REVIEW is of age—this number completes its twenty-first year.

ATTENTION is directed to the Official Notices on another page concerning the matriculation and normal school examinations in New Brunswick.

THE JUNE REVIEW will publish a full programme of the meeting of the Educational Institute of New Brunswick, which will be held in Fredericton in June.

THE readers of the REVIEW are indebted to Mr. Vroom for the excellent illustrated lesson he has given in this number on the arms of the different provinces of Canada. A well prepared lesson on this subject should prove of the greatest interest on Empire Day.

JUST as the REVIEW goes to press there is received an attractive and beautifully decorated book of Canadian Patriotic songs, composed by E. Cadwallader, of the Normal School, Fredericton,—just in time for Empire Day. For sale by E. G. Nelson & Co., St. John, and at other bookstores.

A correspondent calls the attention of the REVIEW to a possible danger threatening our forests during the coming spring and summer. He states that as there is very little snow in our woodlands this spring the ground, with its covering of leaves, will dry much earlier. Abundant spring rains may lessen the danger, but it is well to put people on their guard to prevent, if possible, a repetition of disastrous fires that have occurred in previous dry seasons of late spring and early summer.

THE calendar of the Summer School of Science for the Atlantic provinces has been received. The school will meet at Sackville from July 7th to July 24th, and an unusually attractive programme of studies and recreations is provided. The members of the school will be lodged and boarded at the Ladies' College residence. The educational atmosphere of Sackville and the many resorts of interest in the neighbourhood make the location an ideal one for the teacher and student.

MR. ALEX. ROBINSON, superintendent of schools, British Columbia, is visiting the old homestead near Sussex, N. B., and Dalhousie College, his *alma mater*, has recalled her distinguished son from the west to confer upon him the Degree of Doctor of Laws. Supt. Robinson is president of the Dominion Educational Association which meets in July, 1909, at Victoria, B. C.

THE thirty-seventh annual report of the School for the Blind, Halifax, shows a steady growth of this deserving institution, which is so successfully managed by Supt. Dr. C. F. Fraser. The number of blind persons under instruction during the past year was 168, 97 males and 71 females.

IN the book recently published, "Chapters in Rural Progress," by President Butterfield, of the Massachusetts Agricultural College, the author points to the rapid growth of agricultural education in a Canadian province: "Ontario presents a good illustration of how a new agriculture can be created, in a dozen years, by co-operating methods of agricultural education. Her provincial department of agriculture, her experiment stations, her agricultural college, her various forms of extension work, and her various societies of agriculturists have all worked together with an unusual degree of harmony for the deliberate purpose of inducing Canadian agriculturists to produce the things that will bring the most profit. The results have been most astonishing and most gratifying."

THE *Canadian Magazine* for May, referring to the increasing number of teachers who travel, especially to the Canadian west, says: "The more Canadian teachers see of their own land and the Mother country, the better and broader will be the instruction given youthful Canadians. It is quite true that the imaginative mind may 'voyage in an atlas,' as Stevenson says; but how much better when that imaginative mind, accompanied by its body, travels in regions remote. Every mile which our teachers can travel on a holiday tour means brighter days in the Canadian schoolroom and a wider outlook for the next generation."

"WHAT Shall a Boy do with His Vacation?" is the title of a booklet recently issued by the Grand Trunk Railway. The plan is to establish boys' camps in the wilderness, where the youngsters could live under canvas and get a genuine bit of simple life, with plenty of fishing, swimming, rowing and other outdoor sports, while instruction in woodcraft and in nature studies makes the camps veritable schools of the wilds, such as would rejoice the hearts of advocates of the simple life. A postal card to J. Quinian, D. P. A., Bonaventure Station, Montreal, will secure a copy of the pamphlet without cost.

#### Portrait of Dr. G. R. Parkin.

No more suitable portrait for the Empire Day number of the REVIEW could be selected than that of Dr. Parkin, which we take pleasure in presenting to our readers.

It is twenty years since Dr. Parkin was selected as commissioner to Canada and Australia to arouse public sentiment in favour of Imperial Federation, a mission for which he was by nature and talents eminently fitted. For years previous to his appointment to this exalted position, he had been an advocate with voice and pen of a more intimate union between the mother country and her dependencies. His intense energy and extraordinary capacity for work, his readiness as a writer and speaker, combined with a rare bonhomie, have ensured him an enthusiastic welcome in every portion of the Empire which he has visited, and where his name is now almost a household word on account of his speeches and writings.

During more recent years, his position as commissioner of the Rhodes Scholarship Trust has brought him in close touch with the schools and colleges of the English-speaking world, for which his previous training as a teacher, and a potent influence which he has always possessed in moulding the character of youth, has given him special qualifications.

No better illustration of Dr. Parkin's busy life can be given than the books on Canada and the Empire which he has written. These contributions are the output of a man intense and earnest in his convictions, quick to seize upon every salient point of a position or argument, and deriving his impressions from personal observation and contact with leading people throughout the Empire. His little book, "Round the Empire," has just been reprinted for the twentieth time, an evidence of the educative influence which it has exercised and continues to exercise.

A list of Dr. Parkin's works, in the order of their publication, is here given, chiefly to show what a man almost constantly engaged in an engrossing public life may accomplish: "Round the Empire" (Cassell & Co.); "The Problem of National Unity" (Macmillan); "The Great Dominion," Reprint of Articles written for the London *Times* (Macmillan); "Life of Edward Thring," Head Master of Uppingham, 2 vols. (Macmillan); "Life of Sir John A. Macdonald" (Morang & Co.)

**Educational Reports.**

Superintendent Dr. A. H. MacKay's report of the schools of Nova Scotia for the year ending 31st July, 1907, is interesting reading. The number of schools open in the province was 2,465, the largest in its history. Coupled with this gratifying announcement is another, quoted from the report of the United States Commissioner of Education, to the effect that Nova Scotia shows the largest attendance at school, for the population, of any country in the world.

The number of teachers employed for the year was 2,616. Of these, less than half, 1,033, were normal trained, a serious defect in the educational work of the province. The majority of the 481 new teachers who entered the service last year were untrained, and about one-fourth of the teachers, 688, had an experience of one year only, or less. During the year male teachers decreased by 12 and female teachers increased by 60. The proportion of the former to the latter is now 354 to 2,272. The average salaries increased during the year, the most marked increase being for B and C male teachers. There was a slight falling off in the salaries of class A and D female.

The total annual enrolment of pupils was 100,007 and the daily average attendance 57,173, both of which show a slight decrease from the figures of the previous year. The total expenditure for public education was \$1,040,804.94.

Retiring annuities to teachers of sixty years of age, who have served thirty or thirty-five years, have come into operation. These range from \$60 to \$150, according to class. These amounts may be supplemented by local additions. The city of Halifax is the first to organize a local supplement, and raises sufficient to produce a maximum annuity of \$600 for the highest class.

The amount expended for each pupil in average attendance is \$17.64 in Nova Scotia; \$24.97 in Ontario; \$47.40 in New York State; \$6.51 in South Carolina.

The reports of the normal school and from the different inspectors and from the supervisor of Halifax city schools are interesting and instructive reading. Dr. MacKay deals with the various phases of education which came under his notice during a recent visit to Great Britain and the Continent of Europe, in particular with technical schools and colleges. The comparisons instituted

and the lessons drawn from his visit have been carefully elaborated by Dr. MacKay, and furnish suggestive data.

Chief Superintendent Dr. Anderson's report of education in Prince Edward Island for the year ending 30th September, 1907, shows the number of schools open 479, an increase of one over the preceding year. The number of teachers employed was 572, one less than the previous year. The number of pupils enrolled was 19,036, and the percentage of attendance 60.63. The total expenditure for public education during the year was \$170,326.62, and the expenditure for each pupil in average attendance \$14.24. Of this amount, \$10.30 was paid by government.

Dr. Anderson deplors the low salaries paid to teachers, and concludes that "the teacher is the only salaried individual that the ordinary economic laws do not seem to touch."

From a careful survey of the work during the year, Dr. Anderson is warranted in saying that sound progress has been made; the discipline in schools is excellent, and the results in most of the branches studied show careful and effective teaching.

The report of the Superintendent of Education for Quebec, M. Boucher de la Bruère, is a document of over 500 pages, containing an exhaustive resumé of the conditions of education in that province. The year 1906-07 was a year of fiftieth anniversaries in Quebec, witnessing the semi-centennial of the foundation of the Laval, McGill and Jacques Cartier normal schools, and the close of the honourable career of Dr. S. P. Robins, who finished fifty years of educational work in connection with McGill normal school from its opening in 1857.

The lack of male teachers in Quebec is felt there, as in other provinces, to be a serious obstacle in the education of boys over twelve years of age.

The report of the sixth annual meeting of the Dominion Educational Association, held in Toronto, July, 1907, contains minutes of proceedings and the papers and addresses and abstracts of papers given. The total membership was 326, made up as follows: British Columbia, 18; Alberta, 64; Saskatchewan, 44; Manitoba, 113; Ontario, 62; Quebec, 3; New Brunswick, 12; Nova Scotia, 10.



## Canadian Literature—V.

By ELEANOR ROBINSON.

## The Poems of Jean Blewett.\*

Jean Blewett has been called "the sweetest of Canada's poets." Such phrases as these are not always as easy either to justify or explain, as they are to pronounce; and this quite apart from the difficulty of entering upon comparisons. A study of Mrs. Blewett's poems disposes us to apply the adjective "sweet" rather to the nature which her verses reveal than to their lyric quality. We find singing power of a much higher degree in others among our Canadian poets. It would be unfair to compare her in this respect, for instance, with Lampman or with Carman. Nor is there among her lyrics any strain that sings as does Isabella Valancy Crawford's "Master Builder." But her verses, if not always of sustained sweetness and smoothness, are often very touching and impressive by the sincerity which rings in them—the sincerity of a sweet and loving woman, with a happy, wholesome view of life. Mrs. Blewett, though her parents were Scotch, and her husband an Englishman, is herself one of the "native-born," of whom she sings. Born at Scotia, on Lake Erie, she was educated at the collegiate institute at St. Thomas, Ontario, and began to write while very young, her first volume of poems, "Out of the Depths," appearing when she was but seventeen years old. She has written a good deal, in both prose and verse, for American magazines, and has become very favourably known in the United States. In a review of "Heart Songs" in the *Canadian Magazine* for December, 1897, Stanley Waterloo quotes the following comment on Jean Blewett by Eugene Field:

Once upon a time a great number of writers were sending out their thoughts to the world in prose and verse. Once in a while among their high notes and their low notes, good prose and bad prose, there would be found something so fresh and fair and subtle that everyone paid attention to it, and by and by began to watch for it, and to question, "Who is the maker of it?" "She is old," said one, "only years could teach her the sweetness and fullness and sadness of life." "She is grave," said another, "she strikes the minor key in a practised hand." "She is a strange, happy creature," said yet another, "the birds sing

\* HEART SONGS. By Jean Blewett. Second Edition. Toronto: George N. Morang, 1898.

THE CORNFLOWER AND OTHER POEMS. By Jean Blewett. Toronto: William Briggs, 1906.

aloud and all the world laughs in some of her songs." But the wise man said, "She is a nun, for she could not tell of heaven as she does had she not climbed to its heights by holy living."

Then one day, she, Jean Blewett, came among them in the body, and lo! she was just a girl, sweet faced, clear voiced, holding unconsciously the God-given dower, a poet's soul.

This gives some idea of the variety of strains in Mrs. Blewett's poems, and it must not be supposed, from what we have said of her happy outlook, that she shuts her eyes to the wrongs and pain of life. There is a sternness and hot indignation in such poems as "Slander," "Envy" and "The Trust" far removed from any blind and weak optimism. This world seems to the writer to be neither a place where we may rest in satisfaction, nor one where our only hope lies in escape to a better, but one of mingled joy and grief, right and wrong, which it is our work to make happier and better. We find the expression of this in the following poem on "Life's Grandest Things:"

What is the grandest work of all?

The work that comes every day:  
The work that waits us on every hand  
Is work that, for us, is truly grand,  
And the love of work is our pay.

What is the highest life of all?

It is living, day by day,  
True to ourselves and true to the right,  
Living the truth from dawn till the night,  
And the love of truth for our pay.

What is the grandest thing of all?

Is it winning heaven some day?  
No, and a thousand times say No;  
'Tis making this old world thrill and glow  
With the sun of love, till each shall know  
Something of heaven here below,  
And God's *well done* for our pay.

And again in "Discontent," which seems to us to exhibit her finest qualities:

My soul spoke low to Discontent:  
Long hast thou lodged with me,  
Now, ere the strength of me is spent,  
I would be quit of thee.

Thy presence means revolt, unrest,  
Means labour, longing, pain;  
Go, leave me, thou unwelcome guest,  
Nor trouble me again.

I longed for peace—for peace I cried;  
You would not let her in;  
No room was there for aught beside  
The turmoil and the din.

I longed for rest, prayed life might yield  
Soft joy and dear delight;  
You urged me to the battlefield  
And flung me in the fight.

We two part company to-day,  
Now, ere my strength be spent,  
I open wide my doors, and say,  
"Begone, thou Discontent!"

Then something strong and sweet and fair  
Rose up and made reply:  
"Who gave you the desire to dare  
And do the right? 'Twas I!"

The coward soul craves pleasant things,  
Soft joys and dear delights—  
I scourged you till you spread your wings  
And soared to nobler heights.

You know me but imperfectly—  
My surname is Divine;  
God's own right hand did prison me  
Within this soul of thine,

Lest thou, forgetting work and strife,  
By human longings prest,  
Shouldst miss the grandest things of life,  
Its battles and unrest.

A strong religious faith and hope show themselves in her work, notably in "The Mother," "Thankfulness," "The King's Gift," and in "The Ghosts of Night," which we quote below, omitting the refrain:

When we were children, long ago,  
And crept to bed at close of day,  
With backward glance and footstep slow,  
Though all aweary with our play,  
Do you remember how the room—  
The little room with window deep—  
Would fill with shadows and with gloom,  
And fright us so we could not sleep?

We could but cover up our head,  
And listen to our heart's wild beat—  
Such dreadful things about our bed,  
And no protection save a sheet!  
Then slept, and woke quite unafraid  
The sun was shining, and we found  
Our shadows and our ghosts all laid,  
Our world a glorious playing-ground.

We are but children still, the years  
Have never taught us to be bold,  
For mark our trembling and our fears  
When sometimes, as in days of old,  
We in the darkness lie awake,  
And see come stealing to our side  
A ghostly throng—the grave Mistake,  
The Failure big, the broken Pride.

How close they creep! How big they loom!  
The task which waits, the cares which creep!  
A child, affrighted in the gloom,  
We fain would hide our heads and weep,  
When lo! the coward fear is gone—  
The golden sunshine fills the air,  
And God has sent us with the dawn  
The strength and will to do and dare.

In her narrative poems, Mrs. Blewett shows a good deal of skill in telling a story, and considerable command of both pathos and humour, as in "Jack" and in "Christy and the Pipers." In the latter poem the old Highland woman, after a score of years, hears again the pipes of a Highland regiment. She says to her husband:

There are only harps in heaven, I'm told,  
And maybe I shouldn't say it;  
For a harp of gold's a wondrous thing  
In a hand that's skilled to play it.

But those highland lads, 'twas the pibroch's call  
They heard morning, noon and even,  
And the pibroch's call, I believe in my heart,  
They will hear in the streets of heaven.

O, a harp where an angel strikes the strings  
Is softer and sweeter, but try  
As I will, I cannot fancy a harp  
In the hands of, say, Peter MacKay.

Some of her pictures of Canadian country life, for example, "Chore Time," "The Preacher Down at Coles," and "The Old Man's Visit," are very vivid and "homely" in the pleasant sense of the word. Perhaps the word "homeliness" in that sense is the best epithet to apply to that quality, which probably attracts her readers most strongly, a sweet wholesomeness in dealing with the joys and sorrows, the struggles and failures and successes of our everyday life. In her persistent belief that life is worth while, and that the happiness more than outweighs the sorrow, we may point to the poem called in "Heart Songs" "A Sunset Talk," but rewritten, and appearing in a much shorter and more artistic form in "The Cornflower" as "The Parting:"

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.

The joy of life, I have heard you say,  
Is my love, my laughter, my smiles and tears;  
When I have gone on the long, strange way,  
Let these stay with you through all the years—

These be the lark's song. What is love worth  
That cannot crowd, in the time that's given  
To two like us on this gray old earth,  
Such bliss as will last till we reach heaven?

Dear one, think oft of the full, glad years,  
And, thinking of them, forget to weep,  
Whisper: "Remembrance holds no tears!"  
And kiss my mouth when I fall on sleep.

It is interesting to note Mrs. Blewett's hearty appreciation of the poems which we considered last month, and with an extract from her verses on Archibald Lampman we will close this brief review of her work:

You sing of winter gray and chill,  
Of silent stream and frozen lake,  
Of naked woods, and winds that wake  
To shriek and sob o'er vale and hill.

And straight we breathe the bracing air,  
And see stretched out before our eyes  
A white world spanned by brooding skies,  
And snowflakes drifting everywhere.

You sing of tender things and sweet,  
Of field, of brook, of flower, of bush,  
The lilt of bird, the sunset flush,  
The scarlet poppies in the wheat.

Until we feel the gleam and glow  
Of summer pulsing through our veins,  
And hear the patter of the rains,  
And watch the green things sprout and grow.

You sing of joy, and we do mark  
How glad a thing 's life, and dear;  
Of snow, and we seem to hear  
The sound of sobbing in the dark.

#### Canada's Call.

Loud as the voice of her deep booming waters,  
Clear as the lilt of her song birds in May,  
Canada calls to her sons and her daughters:  
Lift high your standard of manhood to-day.

Here in the dawn of a great nation's morning,  
Rings the clear voice of our country's appeal,  
Calling for heroes whose self-interest scorning,  
Do what they know and dare what they feel.

Canada calls! Then let the response be  
One that shall honour our glorious land;  
Let us be all we would pray that our sons be,  
All that our hopes and traditions demand.

Not in the wealth of her prairies so peerless,  
Not in her output of silver and gold,  
But in a people, free, righteous and fearless,  
Lies her supremest of treasures untold.

Pure as the gold in the heart of her mountains,  
Strong as her torrents that leap to the sea,  
Straight as the pine tree and clear as her fountains,  
Honest and fearless, face—forward and free.

—Selected.

#### The Native Born.

There's a thing we love to think of when the summer days  
are long,

And the summer winds are blowing, and the summer sun  
is strong,

When the orchards and the meadows throw their frag-  
rance on the air,

When the grain-fields flaunt their riches, and the glow is  
everywhere.

Something sings it all the day,  
Canada, fair Canada,

And the pride thrills through and through us,  
'Tis our birthplace, Canada!

There's a thing we love to think of when the frost and ice  
and snow

Hold high carnival together, and the biting north winds  
blow.

There's a thing we love to think of through the bitter  
winter hours,

For it stirs a warmth within us—'tis this fair young land  
of ours.

Something sings it all the day,  
Canada, fair Canada,

And the pride thrills through and through us,  
'Tis our birthplace, Canada!

Ours with all her youth and promise, ours with all her  
strength and might,

Ours with all her mighty waters and her forests deep as  
night.

Other lands may far outshine her, boast more charms than  
she can claim,

But this young land is our own land, and we love her very  
name.

Something sings it all the day,  
Canada, fair Canada,

And the pride thrills through and through us,  
'Tis our birthplace, Canada!

Let the man born in old England love the dear old land  
the most,

For what spot a man is born in, of that spot he's fain to  
boast;

Let the Scot look back towards Scotland with a longing in  
his eyes,

And the exile from old Erin think her green shores  
paradise.

Native born are we, are we,  
Canada, fair Canada,

And the pride thrills through and through us,  
'Tis our birthplace, Canada!

Well we love that sea-girt island, and we strive to under-  
stand

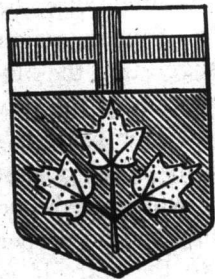
All the greatness, all the grandeur, of the glorious Mother  
Land;

And we cheer her to the skies, cheer her till the echoes  
start,

For the old land holds our homage, but the new land holds  
our heart!

Native born are we, are we,  
Canada, fair Canada,

And the pride thrills through and through us,  
'Tis our birthplace, Canada! —Jean Blewett.



Ontario.



Quebec.



Nova Scotia



New Brunswick.



Manitoba.



P. E. Island.



British Columbia



Saskatchewan.



Alberta.

### The Arms of the Provinces.

By J. VROOM.

The assignment of armorial ensigns to the provinces of the Dominion of Canada is a matter of sufficient importance to have called for the official sanction of the Sovereign; and since armorial bearings have now been granted by royal warrant to each separate province of the Dominion, "for the greater honour and distinction of the said Province," as it is expressed in the warrants, we may very well be expected to take the trouble of learning what these armorial bearings are and how to read them.

To look for symbolism in every coat of arms is to forget that originally the use of heraldic charges was merely to identify a mailed warrior to his followers. Nevertheless, such charges are often significant; and especially is this true of what are

called territorial arms. In the arms of the Canadian provinces, there is in most cases a significance which, though not essential, is quite obvious and very interesting.

In these coats of arms, of course, we find gold and silver, the two metals used in heraldry, respectively called or and argent. In addition to these, there are three colours, namely red, blue and green, respectively known in heraldic terms as gules, azure and vert. The other tinctures more or less used in heraldry do not happen to occur in the Canadian arms. Gules, red, is indicated in the accompanying drawings by vertical lines, the proper conventional marking for this tincture; azure, blue, by horizontal lines; vert, green, by diagonal lines in the direction which on a map we would say was from northwest to southeast. Or, gold, is marked with dots; to distinguish it from argent, silver,

which is left unmarked. With the help of the drawings, we can interpret the blazons, or heraldic descriptions of the arms.

*Ontario.* By warrant dated the 26th of May, 1868, nearly a year after the confederation of the provinces, Her late Majesty Queen Victoria, "of her princely grace and special favour," granted to the Province of Ontario the following armorial ensigns: Vert, a sprig of three Leaves of Maple slipped Or; on a Chief Argent the Cross of St. George. Which means that the shield is of vert, and the maple leaves of or; that is, the shield green and the maple leaves gold. The word slipped refers to the stem, and means cut off diagonally. It is a good example of the brevity of heraldic terms, which, to one who has learned their use, are as beautifully concise and clear as are those of botany. The chief is the upper part of the shield. In this instance it is argent, silver; and it bears the Cross of St. George, which, as everybody knows, is red. The maple leaf is a well known Canadian emblem, and had been used with other emblems on the coinage of the old Province of Canada. St. George's Cross may be supposed to refer to the Loyalist settlers, or merely to British connection. Certainly it adds dignity and beauty to the design. (I have taken the liberty of making the maple leaves in the illustration more true to nature than they are in the official drawing; and, I think, with no loss in beauty of outline.)

*Quebec.* The official description of the arms of Quebec reads: Or, on a Fess Gules, between two Fleurs-de-lis in chief Azure and a sprig of three Leaves of Maple slipped Vert in base, a Lion passant gardant Or. The first word, or, tells us that the shield is of gold. The fess is the bar across the middle of the shield. It is of gules, red; and the lion is or, as in the royal arms of England. Passant means walking; gardant means facing the observer. Three golden lilies on a field azure were the royal arms of France. To Quebec, then, are fittingly assigned two lilies of France with the colours reversed, the third fleur-de-lis being replaced by the maple leaves of Canada. The shield is honoured and further adorned by the fess with a lion of England; the whole saying as clearly as could be expressed in words that the province is a French province in Canada which the Queen deigned especially to honour by the grant of a lion from the royal arms. This grant of arms and the two next following were included in the same warrant with that of the arms of Ontario.

*Nova Scotia.* Or, on a Fess wavy Azure, between three Thistles proper, a Salmon naiant Argent. The fess wavy azure, suggesting the blue sea, may refer to the maritime position of the province, or to its being a portion of Her Majesty's dominions beyond the sea. The salmon, the noblest of fishes, is an appropriate device which needs no strained interpretation, and probably had no deeper meaning than that of belonging to the sea. It is argent, silver, for the sake of contrast with the blue. Naiant means swimming. The thistles are proper; that is, are painted in their true colours. Their use in this connection is not new, for a thistle appeared on the copper coinage of Nova Scotia as early as 1823; undoubtedly suggested by the name of the province, the thistle being a well known badge of old Scotland.

*New Brunswick.* Or, on Waves a Lymphad or Ancient Galley with oars in action proper; on a Chief Gules a Lion passant gardant Or. On the reverse of the old coins of New Brunswick there is a full rigged ship at anchor. Its most obvious meanings are maritime position and commercial enterprise. The lymphad or galley, whether suggested by the coins or not, is the heraldic equivalent of the ship, and conveys the same meaning. A picture of things as they are is as much out of place in a coat of arms as in a stained glass window; and the galley and waves, therefore, to be satisfactory, must not be too pictorial. They are officially described—to use the right word, blazoned—as above. The galley having oars in action, we should expect the sail to be furled. In the official drawing which accompanies the description, however, the sail is spread and filled with a head wind. Though the two ends of the galley are so nearly alike, we know which is the fore, under the general rule that everything which has a head or fore part, whether advancing or not, must be represented as heading towards that side of the escutcheon which we regard as the first or more honourable. Flags and sail and waves in the drawing indicate that the wind is blowing from that direction. The waves fill the whole width of the shield, and are of a bluish green; the galley is black, the flags red, and the sail brown. The province having been named in honour of the ruling dynasty, the House of Brunswick, it was quite appropriate that it should have in chief a lion of England.

*The Dominion.* In the same warrant it was ordered that the arms of the Dominion of Canada should be composed of "the arms of the said four

provinces quarterly." No other arms of the Dominion have since been authorized; and, until some later arrangement is set forth by authority, the arms of the first four provinces only, arranged 1 Ontario, 2 Quebec, 3 Nova Scotia, and 4 New Brunswick, will remain the proper arms of the Dominion of Canada.

*Manitoba.* On the 10th of May, 1905, King Edward, by royal warrant, assigned the following armorial ensigns to the Province of Manitoba: Vert, on a Rock a Buffalo statant proper; on a Chief Argent the Cross of St. George. The buffalo, or bison, the noblest animal of the western plains, makes an appropriate device for the shield of the first province of the Great West, which differs from that of Ontario only in having this device instead of the maple leaves. Statant means standing. In the old and unauthorized form of the arms of Manitoba, a form which made its appearance soon after the province was admitted to the confederation, the buffalo was represented as plunging across the field, either in flight or in attack upon some imaginary enemy. The correct and more dignified form is suggestive of strength and stability. (My drawing of the buffalo may be too tame. It is not copied from the official drawing, which I have not seen; but is drawn from published photographs of bisons in captivity.)

*Prince Edward Island.* Arms were granted to the Island Province on the 30th of May, 1905. They are blazoned thus: Argent, on an Island Vert to the sinister an Oak Tree fructed, to the dexter thereof three Oak Saplings sprouting, all proper; on a Chief Gules a Lion passant gardant Or. Dexter means the right hand and sinister the left of the person bearing the shield, not of the observer who is facing it. Fructed, of course, is fruited; and sprouting is growing up. A tree with a few branches, a few oak leaves and a few acorns may represent the oak, and the saplings may be equally simple in form. The island is not surrounded by water; it is merely a green patch of suitable outline on the silver shield—a suggestion rather than a representation. Landscape arms, it is true, are not unknown in heraldry; but they are looked upon as a degraded form of heraldry, unworthy of the best traditions of the art. The device for the Prince Edward Island coat of arms is taken from the old provincial seal, which was assigned to the province by imperial order in council in 1769. Its reference is, of course, to the colonies being under the protection of the Mother

Country. The motto of the seal, "*Parva sub ingenti*," is omitted; for a motto, though it may be used on a seal, is out of place in a coat of arms. The device expresses the same thought. The little ones being the subject, the saplings are put on the dexter side. A moment's consideration will show that a transposition of the trees, making the parent oak the principal figure, would be decidedly less complimentary if not wholly inappropriate. As the province has changed its name since 1769, and now bears the name of King Edward's grandfather, it was eminently fitting that there should be assigned to it the addition of a lion from the royal arms.

A curious attempt to supply armorial bearings for Prince Edward Island was made some years ago. The province, it would appear, was indebted to the grace and favour of someone in Ontario for an unauthorized coat of arms, which seems to have been first published in Toronto. The shield was divided into two parts, upper and lower—to describe it in heraldic terms would involve more definitions, and would give it rather more dignity than it deserves. It was half of gold and half of silver: in the upper half was a sprig of oak leaves, hanging head down, suspended by a cord; in the lower, a sprig of maple leaves—a violation, taken as a whole, alike of the grammar of heraldry and of the first principles of decorative design. And the inartistic features were not the worst of it. It is not clear why the oak should be hung, or hanged. Otherwise, perhaps, there was nothing wrong with the sentiment; but the presumption of such an attempt to displace the old badge of the colony by offering a very bad substitute aroused much displeasure in Charlottetown. Happily it led to an application to the authorities in England for duly authorized armorial ensigns. The present coat of arms of the province was granted in response to this appeal: and perhaps it was as a further result that at about the same time, as will be seen above, the arms of Manitoba, which were before unauthorized, were adopted with slight changes and set forth by royal warrant. (To L. W. Watson, of Charlottetown, is due the credit for moving in the matter of the appeal.)

*British Columbia.* Some years ago, the executive council of British Columbia assumed arms for that province, taking for the purpose, without any alteration, the lines and colors of the Union Jack—an achievement which might seem to imply that British Columbia governed the United Kingdom. To this

they added a chief displaying half the sun's orb and rays on a background of wavy bars. The sun—in the language of blazon, the sun in his splendour—was not the setting sun, referring to geographical position, but the rising sun of prosperity; as we should learn from the motto adopted at the same time, as if an explanation were needed: "*Splendor sine occasu*." When armorial ensigns for the province were authorized by royal warrant, on the 31st of March, 1906, it appeared that the College of Arms had transposed the bearings, placing the Union symbol above and changing it by the addition of a crown in the centre; a change, or difference, as it is called, being needed; and the plan of changing the tinctures being in this case inadmissible. There is an artistic gain, too, in the addition of the crown. It gives a rest point for the eye amid the confusing lines and colours; and a touch of gold was needed to balance the "splendour" below. The official description is: Argent three Bars wavy Azure, issuant from the base; a demi-Sun in splendour proper; on a Chief the Union Device charged in the centre point with an Antique Crown Or.

*Saskatchewan.* The armorial bearings of Saskatchewan are simple and beautiful. They are blazoned: Vert, three Garbs in fess Or; on a Chief of the last a Lion passant gardant Gules. A garb is a sheaf, and in fess means in line from right to left; so this description tells us that the shield is of green with three golden wheat sheaves in line across it. The chief has a lion of England with the colours reversed. The royal warrant authorizing these arms was issued on the 26th of August, 1906.

*Alberta.* Arms were granted to the new Province of Alberta on the 30th of May, 1907. The description reads: Azure, in front of a range of Snow Mountains proper a range of Hills Vert, in base a Wheatfield surmounted by a Prairie both also proper; on a Chief Argent a St. George's Cross. A landscape broad and fair; nevertheless, all that has been said against landscape arms as a violation of good taste and good heraldry applies with full force to these. Someone wishing to see mountains and prairie pictured in the provincial coat of arms has evidently tried to get official sanction for it; and, perhaps after some delay, has succeeded. The result is not pleasing, though saved from positive ugliness by the clear lines of St. George's Cross. Not that a landscape may not be beautiful, nor that the one under consideration is

devoid of beauty; but a coat of arms is to be seen at a distance, and must be judged accordingly. Only sharp and clear devices can give a good effect in a distant view. It has puzzled the officials of the Herald's College to describe these arms in heraldic terms. In the official drawing the prairie is brown, with patches of dark green that are supposed to be clumps of bushes. The wheatfield is yellow and brown. (The illustration is from a copy of the official drawing signed by the York Herald, which was kindly sent to me by Dr. Doughty, Dominion Archivist.)

A grouping of the arms of the nine provinces in one shield, though not authorized, is quite allowable. Since there is no authorized arrangement of them, you are at liberty, if you wish, to draw them with the arms of your own province in the centre, which is the place of honour, grouping the others around in any order that is pleasing. In doing this, you may find it necessary to use colour before you can decide upon a well balanced and satisfactory arrangement.

Whatever the fluctuations of feeling may be, I believe that the greatest future that Canada can have, can hope for, the greatest opportunity that Canadians are ever going to get, the greatest privileges they are ever going to enjoy, are going to be gained by them if they remain under the British flag and in the closest possible union with the great constitutional and political traditions which on the northern half of this hemisphere have never been broken. I hope it will be the pride of Canadians to retain them.—*Dr. G. R. Parkin's "Address to Canadians," Halifax, N. S., Feb., 1908.*

A REVIEW advertiser says: "You set up the best advertisement of any educational journal in Canada." Another: "I must compliment you on the way that you have set up our advertisements; they are very satisfactory indeed." A reader says: "I find the advertising pages of the REVIEW as interesting as its reading matter. They contain no disgusting pictures or quack medicine advertisements or fakes to catch unwary teachers."

The REVIEW has been, and continues to be, a powerful factor in educational advancement.

A. SUPERINTENDENT.

**Songs for Empire Day.**

"Home, Sweet Home," "Hearts of Oak," "Auld Lang Syne," "Land of My Fathers," "March of the Men of Harlech," "The Harp that Once Through Tara's Halls," "The Maple Leaf," and the following, which may be sung to the air of "God Save the King:"

**Song of Empire.**

God bless our Empire vast;  
O'er it Thy mercy cast,  
Protecting Power;  
May every colony—  
And each dependency—  
Be true to all, and Thee;  
Their shield and tower.

Where northern lights do glow  
On glacier, berg and snow,  
In Arctic zone;  
Where the fierce Tropic pains;  
Where fall torrential rains;  
O'er range and torrid plains—  
Reign, Thee alone!

God bless our Motherland;  
May she for ever stand,  
Home of the free;  
Head of all nations' laws;  
First in each noble cause  
Averter still of wars;  
Make her to be.

Bless Thou our Sovereign King;  
May his reign ever bring  
Honour and peace;  
And though the seas divide,  
Let every branch abide  
Staunch to its source and guide;  
And strong in Thee.

**The Children's Song**

BY RUDYARD KIPLING.

[May be sung to the tune of "Sun of My Soul," etc.]

Land of our Birth, we pledge to thee  
Our love and toil in the years to be;  
When we are grown and take our place,  
As men and women with our race.

Father in Heaven who lovest all,  
Oh help Thy children when they call;  
That they may build from age to age,  
An undefi'ed heritage.

Teach us to bear the yoke in youth,  
With steadfastness and careful truth;  
That, in our time, Thy Grace may give  
The Truth whereby the Nations live.

Teach us to rule ourselves alway,  
Controlled and cleanly night and day;  
That we may bring, if need arise,  
No maimed or worthless sacrifice.

Teach us to look in all our ends,  
On Thee for judge, and not our friends;  
That we, with Thee, may walk uncowed  
By fear or favour of the crowd.

Teach us the Strength that cannot seek,  
By deed or thought, to hurt the weak;  
That, under Thee, we may possess  
Man's strength to comfort man's distress.

Teach us delight in simple things,  
And mirth that has no bitter springs;  
Forgiveness free of evil done,  
And love to all men 'neath the sun!

Land of our Birth, our Faith, our Pride,  
For whose dear sake our fathers died;  
O Motherland, we pledge to thee,  
Head, heart and hand through the years to be!

**Canada's Love for Britain.**

We love these little lonely isles,  
Which nestle in the sea,  
We love their towers and bulwarks grand;  
Their glorious minstrelsy.

We love old England's bosky dells,  
Proud Scotia's mountains hoar,  
Sweet Erin's fields of "living green,"  
Their history and their lore.

Dear Avon's banks where "free to roam,"  
Sweet songs, sang glorious "Will,"  
"Ye banks and braes of bonny Doon"  
Where "Rab's" ghost wanders still.  
Where "Irish Nora's eyes grow dim,"  
When Moore's sweet songs of love,  
Suffuse their mystic influence round,  
Like incense from above.

The cities by "Old Father Thames,"  
Whence weath and learning flow,  
The silver Forth, "Dunedin's towers,"  
Their glamor and their glow.

The ancient hills of proud Argyle,  
Loch Katrine's rugged shore;  
Where Scott writ sweet of love and hate,  
To charm us evermore.

Where angry Scot, in ancient kilt,  
Descended from the North,  
With slogan cry, and barbarous shout,  
To drive the Southern forth.

When tartan'd clans, fierce battle made,  
With buckler and claymore;  
Where Melrose shed her mystic light,  
Amidst the clash of war.

In thought we fly to Flodden Field,  
Where Scotia's nob'est fell,  
'Gainst serried ranks of the gallant South,  
As ancient legends tell.

We glory in Great Britain's fame,  
Her sons and daughters fair,  
Her mighty strength, her vast renown,  
And her protecting care.

So we, "The Maple Leaf Forever,"  
With loyal voices sing,

In union with each patriot's song,  
"God Save our Gracious King."—Robert Stark.



**Our Flag.**

[Extracts from a school boy's song on Empire Day.]

The sun, as he pursues his course,  
Doth never turn his back  
On all the lands of all the earth  
That fly the Union Jack.

'Tis seen to-day at Esquimalt,  
Again at Halifax,  
And where the great Laurentians  
Resound the woodman's axe.

'Tis seen in the great inland plains,  
Where sounds of peace are heard;  
'Tis seen within the Arctic ring,  
Far and beyond the bird.

The Ganges banks receive its shade,  
Its waters splash and play;  
The missionary views its folds  
As he kneels down to pray.

From lone Australia's outposts, too,  
Its triple crosses fly;  
It stands on Melbourne's silvery beach,  
The quiet waters by.

From New South Wales to "No man's land"  
The gentle breeze it claims;  
And on the greyhounds put to sea  
The Empire's watchword reigns.

O'er Afric's burning sands it waves—  
Cross of Liberty;  
The veldt and copje bow before  
The flag of destiny.

Pretoria accepts its rule  
Full willingly to-day;  
And proudly claims it as its own,  
Though once put far away.

And so in every corner of  
This good old earth, we find  
The English flag is always there  
To guard and keep mankind.

Oh, then for our beloved King  
Let this great Empire pray,  
That yet for many years to come  
He with his own may stay.

—*J. Avaré Menzie, Apohaqui, N. B.*

The national anthem when sung in Australia will in future bear the following additional verse:

Far from the empire's heart,  
Make us a worthy part,  
God save the king!  
Keep us for ever thine,  
Our land thy southern shrine,  
And in thy grace divine,  
God save the king!

**A Canadian Folk Song.**

The doors are shut, the windows fast,  
Outside the gust is driving past,  
Outside the shivering ivy clings,  
While on the hob the kettle sings,—  
Margery, Margery, make the tea,  
Singeth the kettle merrily.

The streams are hushed up where they flowed,  
The ponds are frozen along the road,  
The cattle are housed in shed and byre,  
While singeth the kettle on the fire;  
Margery, Margery, make the tea,  
Singeth the kettle merrily.

The fisherman on the bay in his boat  
Shivers and buttons up his coat;  
The traveller stops at the tavern door,  
And the kettle answers the chimney's roar—  
Margery, Margery, make the tea,  
Singeth the kettle merrily.

The firelight dances upon the wall,  
Footsteps are heard in the outer hall,  
And a kiss and a welcome that fill the room,  
And the kettle sings in the glimmer and gloom—  
Margery, Margery, make the tea,  
Singeth the kettle merrily.

—*William Wilfred Campbell.*

**Our Dead in South Africa.**

Day of battle and day of blood  
Found you steady and strong, I ween;  
Sons of the land of the Maple Leaf,  
Face to the foe, you died for the Queen.

Brave boys, our boys, filling to-day  
Nameless graves upon veldt and plain,  
Here's to your memory, gallant and true,  
Sons of our soil, who thought it gain

To fight and win, or to fight and fall!  
Strong of purpose, you took your stand,  
Proved with your life-blood red and warm  
Canada's faith in the Motherland.

Brave boys, our boys, this have you done,  
Drawn us closer, and bound us fast;  
One are we with the Isle in the Sea,  
One in the future, the present, the past.

Brave boys, our boys, honour we owe,  
Honour and homage a mighty debt—  
You proved our love and our loyalty—  
The land that bore you will not forget;  
Canada's soldiers, Canada's sons,  
The land that bore you will not forget.

—*Jean Blewett.*

**Professional Reading for Teachers.**

BY H. P. DOLE, B. A., TEACHERS' COLLEGE, N. Y.

Prof. John Dewey, who is classed among the great educators of modern times, divides teachers into two types—the mechanical and the progressive. The former undertakes his work much as an apprentice would, viz., through imitation of others rather than upon his own initiative. His schoolroom practice will be largely confined to the application of stock devices and other “tricks of the trade” which can be gleaned from some third-rate teacher’s magazine and list of “helps.”

The progressive teacher, on the other hand, adopts the laboratory method of work. He reads only the standard educational works, and his magazine will be of the REVIEW type, viz., broadening and progressive, rather than the narrowing and retrogressive in its effects. While such a teacher will naturally have devices in his schoolroom, they will not be of the patent medicine sort—a cure-all to be applied in every case. On the contrary, they will be the result of careful analysis of the best educational theory, and an attempt to put such into every-day practice, in certain situations, where they will be psychologically most effective.

The advice given me by the first inspector who called to examine my school was the same, I presume, as that given by all these officials, which was to make a point of purchasing at least one good professional book each term, and thus make an intensive study of the methods of teaching each subject of the curriculum. I must confess that I was not then conversant with the many good things published along this line, and it is with a view to helping other teachers, situated as I was, to choose those books which will give the best value for the amount expended. In the estimation of specialists in elementary education, the list furnished below will prove eminently satisfactory to all who want pedagogical reading, which shall be both comprehensive and practical. In passing, I may remind the teachers that these books are listed by the departments of education in Ontario and the Western Provinces for use in their normal schools and universities; hence they enter free of duty.

Every teacher should be conversant, in the first place, with the great educational movements which have contributed to our present ideals. A study of such a history of education as Prof. Munroe gives us will enable any teacher to not only check up his own methods, but also to evaluate the “fads and

frills” which often tend to creep into educational practice.

Parallel with this study should go that of psychology, which, we are pleased to note, is made to read like a novel by such men as Thorndike and James. The former author has a companion volume on the Principles of Teaching, in which he so clearly illustrates how a knowledge of psychology can be applied to the solution of hundreds of schoolroom situations which all teachers must, sooner or later, face in their work.

Three books by Prof. Dewey that will prove interesting in proportion to the number of times they are read are also mentioned below. Unlike most great theorists, Dr. Dewey has succeeded in putting his principles into practice in the Chicago university elementary school. It will be of interest to note that the views of this great educator are accepted as the standard not only in the United States, but in Western Canada, and many parts of Europe. For teachers who find their work has been of the mechanical rather than the progressive sort, these books will prove an inspiration.

Regarding the texts on methods, there is little to be said. Some of the best articles on this subject are not accessible to the majority of teachers; hence all magazine references have been omitted from the list. As it now stands, the selection is a small but representative one, taken from hundreds of publications along similar lines:

- MONROE: History of Education (\$1.50; also a Briefer Course at 90c. Macmillan).  
 DEWEY, JOHN: The School and the Child (1s. net. Blackie & Son, London).  
 DEWEY, JOHN: The School and Society (\$1.00. University of Chicago Press).  
 DEWEY, JOHN: The Educational Situation (50c. University of Chicago Press).  
 THORNDIKE, E. L.: Elements of Psychology (\$1.50. A. G. Seiler, New York).  
 THORNDIKE, E. L.: Principles of Teaching (\$1.25. A. G. Seiler, New York).  
 JAMES: Talks to Teachers (\$1.50. Henry Holt & Co., New York).  
 KIRKPATRICK: Fundamentals of Child Study (\$1.25. Macmillan).  
 BAGLEY: The Educative Process (\$1.25. Macmillan).  
 BRYANT: How to Tell Stories to Children (\$1.00. Houghton, Mifflin & Co., New York).  
 BRYANT: Stories to Tell to Children (\$1.00. Houghton, Mifflin & Co., New York).  
 CARPENTER, BAKER AND SCOTT: The Teaching of English (\$1.50. Longmans, Green & Co.).  
 CHUBB: The Teaching of English (\$1.00. Macmillan).  
 ARNOLD: Reading, and How to Teach It (\$1.50. Silver, Burdett & Co.)

- McMURRAY: Special Methods in Teaching Reading (60c. Macmillan).  
 BARBOUR: The Teaching of English Grammar (30c. Ginn & Co.)  
 McMURRAY: Special Methods in Teaching Geography (70c. Macmillan).  
 REDWAY: New Basis of Geography (\$1.00. Macmillan).  
 GEIKIE: The Teaching of Geography (60c. Macmillan).  
 PARKER: How to Study Geography (\$1.50. Appleton & Co.)  
 HINSDALE: How to Study and Teach History (\$1.50. Appleton).  
 McMURRAY: Special Methods in Teaching History (75c. Macmillan).  
 SMITH: The Teaching of Elementary Mathematics (\$1.00. Macmillan).  
 YOUNG: The Teaching of Elementary and Secondary Mathematics (80c. Longmans).  
 McLELLAN & DEWEY: The Psychology of Number (\$1.50. Appleton & Co.)  
 BALL: Natural Reading. Manual of Instruction (30c. Ginn & Co.)

#### The Federation of Rural Forces.—No. IV.

By T. HUNTER BOYD.  
 The Eastern Migration.

There is a curious anomaly in the arrangement of Dominion and Provincial responsibility, inasmuch as the census is undertaken by the federal government, and the statistics are collected by provincial officers. The investigation conducted by the former is thoroughgoing, but at long intervals; the latter are gathered more frequently, but are usually less reliable, because it is optional with the persons from whom information is sought whether they will fill in particulars or not. Hence the figures given in the foregoing articles are based chiefly upon the census of 1901, and the tables in the Statistical Year Book of Canada.

In the two decades from 1881-1901 the migration from the Maritime Provinces was very considerable; so great, indeed, that in spite of a normal birth-rate, and the increased immigration, the total population of the provinces of Prince Edward Island, Nova Scotia and New Brunswick increased only 23,000 in twenty years. Many of our people have moved into our own west; perhaps the majority of those who have left us may be found in the United States, and at any rate the last census of the United States is said to have disclosed the fact that they enumerated 2,500,000 Canadian born citizens.

It may afford some consolation to hear that a good class of people from the United States are coming

in by way of the western states, but the exodus from the eastern part of Canada is continuing, though at a more moderate rate. It is only a partial answer to say that it is natural for our young people to get into our towns and cities, for even these attractions are not sufficient to ensure more than 1,000 total increase of population for the whole of these provinces.

In respect of our Canadian west, it may be said that we have been sitting on a branch and paying the woodman to cut it off; in other words, the east has been exploiting the west, and ensuring its own depletion. The knowledge of this continual drain upon our own population has produced many undesirable results.

#### Some Effects of the Exodus.

There are not a few who profess to derive satisfaction from the opinion that if many of our brightest and best sons and daughters have left us, they can be pointed to as occupying positions of distinction. Others again declare that the less enterprising at the other end of the social scale did well to go from our midst, as we were thereby less cumbered, and assure us that the average persons who remain are likely to work heartily for the upbuilding of their native provinces. It is grievous, however, to reflect upon industries that have been relinquished, the many vacant schoolhouses, and the discontent that is frequently waging an unequal warfare with filial regard. If we looked across to Europe and found a country with the area of the maritime provinces, and its variety of resources, and climatic condition, and discovered that with a population of 870,696 in 1881 it was still below the million mark in 1901, what would be the conclusion at which we should arrive?

If we considered the matter long enough, we might perhaps decide to go to that very country on the assumption that its native population were slow to perceive that they were really well off if they would only work scientifically and intensively.

We must seriously question if a right idea of manual labor has been consistently held forth, and if our educational policy has been framed to suit the requirements of those who would be independent enough to resist the allurements of cities and far-off scenes. There has been very little co-operation amongst any of the toilers, and modern business methods have not yet been fairly tried. We have been wasteful of our forest wealth, the fisheries tend to develop an unsettled type, the mineral

resources have not yet been seriously attacked, and the division of interest and energy on these lines has left half-hearted energies at the disposal of the agriculturist. Does it not become us to conduct the most searching enquiry to prevent any further depletion of population and resources?

#### Our Duty to Those Who Remain.

Practically the whole of the scholars in rural districts are "short-timers," "short-courers," and yet there is little provision made for elective studies. If a youth is prevailed to return to the, in any cases, lonely unattractive schoolhouse, he has to cramp himself into a bench beside "little learners," and fall into line as best he can with a curriculum that would be irreproachable if he proposed to quit the farm and home and go into a city, or leave the province.

We have practically no provision for continuation schools such as a boy would find over all Europe. Again, we insist that the articulation of our system is admirable if one proposes to go clear through from primary to university; but in view of our tremendous leakage, would it not be well to seek an immediate modification and put a premium upon the resolute boys and girls who are prepared to remain for the development of our country? They have to face worn-out farms and other discouraging factors, not to speak of the fact that they no longer live in a community, not even a province, but in a keen business world; postal, telephone, transit facilities have changed everything. Nova Scotia lost last season by reason of dishonest and inefficient fruit packers, and New Brunswick by reason of careless preparation for the season's crops; and both provinces are losing heavily all the time through keeping poor yield cows.

Denmark, and even Japan, sent their people to school again to learn the meaning of fractions and decimal points, and we must somehow impress the same truths upon our growing lads and lasses. We are engaged in a warfare of peace, and we must study the strategic points. Some positions are not any longer worthy the heroism that has maintained them. We must remember that scouts are continually reporting our movements, and live countries are profiting by our misfortunes as well as our successes. We must make our patriotism practical, learn wherein we have the maximum chance for ensuring the highest type of efficiency and output.

#### Play the Game.

Lads, whatever you may do,  
Play the game.  
Though your triumphs may be few,  
Rather lose than not be true;  
Though the rules may worry you,  
Play the game.

Lads, wherever you may go,  
Play the game.  
Let your friends and comrades know  
That a cheat is base and low;  
Scorn to strike a coward blow—  
Play the game.

If you win, or if you lose,  
Play the game.  
Never mind a scratch or bruise,  
Or a tumble, but refuse  
Sneaking trick and paltry ruse—  
Play the game.

Football, cricket, bat or ball—  
Play the game.  
Though you stand or though you fall,  
Life has one emphatic call,  
One great rule surpasses all—  
Play the game.

So in years of toil and care,  
Play the game.  
Let your deeds be true and fair,  
Honest, fearless, straight and square;  
Never mind a loss, but dare  
Play the game.

—A. Salmon, in the "Boy's Own Paper."

School punishments are more and more hazardous. Whether right or wrong, the public is intensely prejudiced against corporal punishments. Every week and almost every day some teacher somewhere is in court or in trouble out of court for severity in punishment. Now no punishments are as severe as they used to be, but a slight chastisement causes more disturbance now than a flogging did a few years ago. The less we tempt the public the better.—A. E. Winship.

CAN YOU PRONOUNCE THEM?—Address, sine die, vehement, recess, inquiry, almond, savant, sacrifice, alias, cabal, exemplary, charivari juvenile, melee, levee, rendezvous, precedence, grimace, elite, laundry, illustrate, debut, Danish, pumpkin, chimera, adamantine, viva voce, opponent, ultimatum, Darius, irrevocable, financier, posse comitatus debris, data.

**A Pronouncing Exercise.**

I had a backward third reader class. They were stumbling, stammering readers, and what to do with them was a puzzle to me. One day a friend told me of this plan, and it was helpful to me.

In the readers we were using, the most difficult words were grouped in columns at the beginning of the lesson. I had done the usual drill work on new words as we had taken up the lesson. I did not want to read over and over the same matter until the children dreaded to see supplementary matter. One morning toward the end of the term, when we had already read most of the stories, I said: "We'll have a game in the reading class to-day. When I direct, you may turn to the first lesson, and look through the columns of words at the top of the page. In a few minutes I shall call on some one to pronounce that list. The rest may watch. If the one reciting makes any error, raise hands, and I shall call upon some one else. If he reads the whole list correctly, he may sit here at the front. We will call it the 'Honour row.'"

They studied until I said: "John may begin." He pronounced correctly until he came to "angle," which he called "angel." Hands went up, and I called on some one else for the same list.

At the end of the time I had had only five perfect lists; but had got much drill on those five lessons, and an attentive, interested class, and was surprised at the next recitation, selecting the same lesson for the reading, to notice how much more fluently they read.

Once a week, until the end of the term, I resorted to this method, until I had at least two-thirds of the class in the "Honour row." They had thoroughly learned quite a vocabulary, and had been interested and entertained while acquiring it.—*Selected.*

A young theological student once asked Henry Ward Beecher what to do when people went to sleep in church. "All I can tell you is what we do in Plymouth church," replied Beecher. "The sexton has orders when anyone goes to sleep there, to go up into the pulpit and wake up the minister."

This is my first year of teaching, and I find the REVIEW full of inspiration and very helpful in my work. The articles on nature study in the recent numbers have been especially welcome. J. E. C. Yarmouth Co.

**May.**

Across the world the tides of old romance  
Have borne again white cloud-fleets of the May;  
All round their pole the guileless children dance—  
Close not the windows of your heart to-day!

Close not the chambers of remembered dreams;  
Seal not the gardens where love bloomed of old,  
But open to the crooning forest-streams  
Where Spring has touched her wildwood harp of gold.

The sunset's kiss will crimson every rose;  
The locust buds have claimed each roving bee,—  
Close not your heart to-day, for no one knows  
What May will bring of hope and melody.

—S. A. White, in *The Canadian Magazine.*

**Earl Grey, Our Governor General.**

Earl Grey is one of our Elizabethans, a breed which will never die out in England until the English race is extinct. In his person, in his ideas, in his restless energy, he recalls the type of the great adventurers who sailed the Spanish main. There is about him the very aroma of the knighthood of the sixteenth century, whose fragrance lingers long in the corridors of time. He is not a sophister or calculator, "a sly, slow thing with circumspective eyes." Quite the contrary. He is ever in the saddle, with spear at rest, ready to ride forth on perilous quests for the rescue of oppressed damsels or for the vanquishing of giants and dragons, whose blood still infests the land. There is a generous abandon, a free and daring, almost reckless, spirit of enthusiasm about him. He is one of those rare and most favoured of mortals who possess the head of a mature man and the heart of a boy. His very presence, with his alert eye and responsive smile, his rapid movements, and his frank abandon, remind one of the heather hills of Northumberland, the bracing breezes of the North County coast, the free, untrammelled out-of-door life of the romantic border. He is personally one of the most charming of men, one of the most fascinating of personalities. By birth an aristocrat, no one can be more democratic in his sympathies.—*By W. T. Stead, in Review of Reviews.*

There are thirteen Marconi wireless telegraph stations on the Atlantic coast of Canada. The number of messages sent through these stations in the last twelve months was over twenty thousand.

All one's life is music, if one touch the notes right and in time.—*Ruskin.*

**Spring Quotations.**

There was never mystery  
But 'tis figured in the flowers;  
Was never secret history  
But birds tell it in the bowers.

—Emerson.

It never rains roses: when we want more roses we must plant more trees.—George Eliot.

The best and highest thing a man can do in a day is to sow a seed, whether it be in the shape of a word, an act, or an acorn.—James Boyle O'Reilly.

There is no unbelief.  
Whoever plants a seed beneath the sod  
And waits to see it push away the clod  
Trusts in God.

—Butcher-Lytton.

I hear from many a little throat,  
A warble interrupted long;  
I hear the robin's flute-like note,  
The bluebird's slender song.  
Brown meadows and the russet hill,  
Not yet the haunt of grazing herds,  
And thickets by the glimmering rill,  
Are all alive with birds.

—William Cullen Bryant.

In those vernal seasons of the year, when the air is calm and pleasant, it were an injury and sullenness against nature not to go out and see her riches, and partake in her rejoicing with heaven and earth.—Milton.

**Audubon's Tribute to the Grosbeak's Song.**

One year ago, in the month of August, I was trudging along the shores of the Mohawk river, when night overtook me. Being little acquainted with that part of the country, I resolved to camp where I was. The evening was calm and beautiful, the sky sparkled with stars, which were reflected by the smooth waters, and the deep shade of the rocks and trees on the opposite shore fell on the bosom of the stream, while gently from afar came on the ear the muttering sound of the cataract. My little fire was soon lighted under a rock, and, spreading out my scanty stock of provisions, I reclined on my grassy couch. As I looked around on the fading features of the beautiful landscape, my heart turned towards my distant home, where my friends were doubtless wishing me, as I wished them, a happy night and peaceful slumbers. Then were heard the barkings of the watchdog, and I tapped my faithful companion to prevent his answering them. The thoughts of my worldly mission then came over my mind, and having thanked the Creator of all for His never-failing mercy, I closed my eyes, and was passing away into the world of dreaming existence, when suddenly there burst on my soul the serenade of the Rose-breasted bird, so rich, so mellow, so loud in the stillness of the night, that sleep fled from my eyelids. Never did I enjoy music more; it thrilled through my heart, and surrounded me with an

atmosphere of bliss. One might easily have imagined that even the owl, charmed by such delightful music, remained reverently silent. Long after the sounds ceased did I enjoy them, and when all had again become still, I stretched out my wearied limbs, and gave myself up to the luxury of repose.

**The Discipline of Self-Direction.**

One night I had a lesson taught me of the quietness that makes for joy. I am a young teacher, usually in perfect health, and make my second primary department a wide-awake place, where visitors are entertained and pupils kept enthusiastic and inspired.

One morning I entered my room with quaking heart. I was unable to speak louder than a whisper. I knew the children were well disciplined, but I had always been able to entertain them at restless times, and present their work in an attractive way. Could I hold their attention without a voice?

In the opening exercises I took no part, merely whispering directions. The songs were sung never more sweetly, the prayer by Canon Wilberforce repeated never more devoutly. Study period came, still my faint heart doubted. From my desk I lifted the two text-books to be studied by the two divisions. I smiled as they brought theirs out, and in thirty seconds every head was bent at as industrious an angle as if I had spoken with the tongue of angels.

And so it was all day. When I wished to speak, I tapped on my desk, *not for quiet*, but for their eyes. They could have heard my whispered directions at any time. It was all such quiet change! They rested—so did I. And now, when four o'clock seems far away, and my ingenuity seems exhausted, I give up the idea of trying to entertain the restless eyes and tired backs. I think of the day of whisperers, give them some quiet work to do, and again they become each an entertainer and instructor for himself.—*Teacher's Magazine.*

A prominent pastor tells this story: "I visited a certain school one day where Bible instruction was part of the daily course, and in order to test the children's knowledge, asked some questions. One class of little girls looked particularly bright, and I asked the tallest one: 'What sin did Adam commit?'"

"He ate forbidden fruit."

"Right. Who tempted Adam?"

"Eve."

"Not really Eve, but the serpent. And how was Adam punished?"

"The girl hesitated and looked confused. Behind her sat a little eight-year-old, who raised her hand and said: 'Please, pastor, I know.'"

"Well, tell us. How was Adam punished?"

"He had to marry Eve."

**Review Questions—Grade VIII.**

By G. K. BUTLER.

1. If  $3\frac{1}{2}$  years ago a man put \$460 out at simple interest, and now finds he has in all \$532.45; what rate per cent has he been getting? Answer,  $4\frac{1}{2}\%$ .
2. A note of \$250 was dated Nov. 10th at 3 months, and discounted Nov. 23rd at 6 per cent; find the proceeds. Answer, \$246.63.
3. A merchant imported 600 kilograms of drugs which cost him \$2.50 a kilogram, the duty was 50 per cent; at what price per oz., apoth., must he sell them in order to gain 40 per cent? Answer, 16c.
4. How long a ladder placed 16 feet from wall at its foot will reach a window 40 ft. above ground? Answer,  $43 +$  ft.
5. The base of a triangle is 428 yards, the height 225 yards; find area in acres, sq. rds., sq. yds., sq. ft., sq. in. Answer, 9 ac., 151 rds., 22 yds., 2 ft., 36 in.
6. The area of a circle is 276.58 square feet. Find the radius. Answer,  $9.38 +$  ft.
7. How many gallons can be put in a cylinder if the inside radius is 6 inches, and the height 24 inches? Answer, 2714.34 gals.
8. Find in gallons the volume of a cylinder whose diameter is 10 decimeters, and the height 20 decimeters. Answer,  $345.73 +$  gallons.
9. An article cost \$80, which was 80 per cent of selling price, which in its turn was 20 per cent of the marked price. Find gain per cent and discount per cent. Answer, gain, 25 per cent; discount, 20 per cent.
10. There are two concentric circles, the area of the outer is 78.54 sq. ft., the area of the ring between the circumferences is 58.905 sq. ft. Find radius of inner circle. Answer, 2.5 ft.

The report of the Superintendent of Education for British Columbia, Alex. Robinson, B. A., for year ending June 30th, 1907, shows a total enrolment of 30,039 pupils, with a percentage of attendance of 66.63. The number of boys was 15,347, and of girls 14,692; but the boys in the high schools numbered only 532 against 823 girls. Of the leading educationists in British Columbia, two, Supt. Robinson and Inspector David Wilson, are natives of New Brunswick; the three remaining inspectors, A. C. Stewart, J. D. Gillies and J. S. Gordon, are natives of P. E. Island.

**Nature Study Class.—IV.**

By W. H. MOORE.

Our failure to meet in April was due to a misunderstanding rather than a lack of interest in our nature study. Many of us have been on the alert, however, and are keeping a sharp lookout for the arrival of the birds from the south; for the appearance of early butterflies, moths, beetles and other insects; for the first flowers of spring. All will find it of great interest to mark down the dates when any of the above-named wild neighbours were first noticed. Not only for this season will such dates be of value, but next year, and for years to come, when looking over our notes and comparing one season with another, we find we have species recorded for one year that may be off our books entirely for other years. How the children enjoy picking the first violets, the first dandelions or trilliums! How many are acquainted with the fact that a great many of our plants are dependent upon insects to perfect their seeds? How many know whether our weeds are native to Canada or are introduced? We might apply the same question to insects, and find if our insect pests are native or introduced. It is surprising to know that insect and weed pests of Canada, and especially those of the maritime provinces, are not native.

There are many native Canadian mammals, birds, insects and plants that we may profitably study. One of these is the red-breasted nuthatch (*Sitta canadensis*), and at this time of year we find this interesting little bird busily engaged in family affairs. Its home, or, to be more exact, its nest, is placed in some dead tree, generally a conifer or white maple, in a cavity excavated by the birds themselves. It may be that the birds have been engaged for months in the preparation and construction of the nest; and in one instance that came to my notice they had laboured for two months, and even then had to give up the site, as they came upon knots within the rotten wood that they could not remove. Both sexes engaged in the work and labor alternately until the cavity is about ready for the nest material. While the female is putting the finishing touches to the inside of the house, the male begins the collecting of fine shreds of bark and other material for the nest proper. Then when it comes to finishing the lining of the nest the female collects fine hair and fur, the discarded winter coats of the hares and squirrels, and felts them into a beautiful soft blanket, to serve as a cushion upon

which the half dozen eggs are laid. The eggs are white, as if polished, with numerous brownish specks, and one is laid each day until the set is complete.

But let us see what the male is doing! When the female began laying the carpeting in their one-roomed dwelling, her mate began work outside, and worked diligently in collecting drops of balsam and smearing them about the entrance to the nest until a space of an inch or more surrounding the entrance is thickly covered with this sticky material. This balsam no doubt serves to keep out marauding white-footed mice and carnivorous insects, which would prey upon the eggs or young birds.

When the young are hatched, they are mere naked mites, and bare, with but little resemblance to their parents. But time works wonders; down grows, later feathers appear; and in two weeks these once naked chicks greatly resemble their parents, but are much smaller. During the period of incubation and time of caring for the young, the old birds make very little noise about their home. Thus many enemies are not attracted to their locality.

After leaving the nest they are really a happy family, if one should judge by their pleasant twitterings, as they flit or creep about the trees and bushes in search of food, talking all the while in their own language, which, by an observing person, may be taken to mean "food here!" "danger there!" with warning calls to straggling members.

The red-breasted nuthatch is, with us, a permanent resident, being quite as plentiful in winter as in summer. They are often found in the company of the white-bellied nuthatch, black-capped and Hudson's chickadees, the golden-crowned kinglet and downy woodpecker. In size they are nearly our smallest bird, being only four and one-half inches in length.

Another native of Canada is the lynx (*Lynx canadensis*), locally known as wild cat and lucifee. The latter name is no doubt a corruption of the French word *loup-cervier*, meaning deerwolf. In some of our snow-covered sections the tracks of this large cat may be found. The feet are large and thickly covered, with hair even upon the soles; thus the tracks made by the animal are large, from three to six inches across, according to how the foot is spread. The general colour of the fur is grayish, being different from the fur of the bay lynx, which is reddish brown near the body.

### What to Plant.

By DR. D. W. HAMILTON.

#### SOME BEST VARIETIES FOR HOME OR SCHOOL GARDENS.

##### Flowers.

*Hardy Annuals.*—Snapdragon, asters, calliopsis, candytuft, marigolds, corn flower, dwarf morning glory, zinnia, sweet peas, wall flower, portulaca, phlox, poppies, nasturtium, mignonette, larkspur, salpiglossis, four o'clock, gladioli, dianthus, sunflower, pansy.

*For Borders.*—Golden columbine, blue columbine, carpathian bells, lily of the valley, sweet william, bleeding heart, fox glove, yellow lily, hollyhock, narcissus, pansy, iceland poppy, moss pink, tulips, lilies, golden glow, Japanese iris, spirea, English daisy, periwinkle, forget-me-not, and any of our wild flowers.

*Hardy Foreign Flowering Shrubs.*—Thunberg's barberry, Siberian pea-tree, purple-leaved barberry, pink-flowered weigelia, Dyer's greenwood, large-flowered hydrangea, Kalm's St. Johnswort, tartarican honeysuckle, syringa or mock orange, Siberian crab, Japanese quince, Japanese rose, spireas, lilacs, way-faring tree, snowball, and any of our native shrubs.

##### Vegetables.

###### POTATOES.

*Early.*—Early Ohio, Burpee's extra early, Rochester rose, Irish cobbler.

*Late.*—Carman No. 1, moneymaker, empire state, American wonder.

###### BEANS.

*Early.*—Wardwell's kidney wax, Keeney's rustless wax, Detroit wax.

*Early Green-podded.*—Stringless green pod, valentine.

*Late.*—Refugee; navy.

*Pole Beans.*—Indian chief, old homestead, lazy wife.

###### PEAS.

*Early.*—Alaska, Gregory's surprise, Nott's excelsior, American wonder.

*Medium.*—Gradus, McLean's advancer, heroine.

*Late.*—Telephone, stratagem, champion of England.



## CORN.

*Early.*—Peep o' day, early cory, first of all, early fordhook, golden bartam.

*Medium.*—Metropolitan, black Mexican, black evergreen.

*Late.*—Country gentleman, Stowell's evergreen.

## TOMATOES.

*Early.*—Ruby, earliana, wealthy, dominion day.

*Medium.*—Chalk's jewel.

*Late.*—Brinton's best, trophy, matchless, Burpee's climax.

## CABBAGES.

*Early.*—Paris market, Jersey wakefield.

*Medium.*—Succession, early spring.

*Late.*—Flat Dutch, Drumhead's savoy, Danish round head, houser.

*Red.*—Red Dutch.

## CAULIFLOWERS.

Early snowball, early dwarf erfurt.

## ASPARAGUS.

Conover's colossal, Palmetto.

## BEETS.

*Early.*—Egyptian turnip, eclipse, meteor, globe,

*Later.*—Black red ball, long smooth blood, bastian, long dark red.

## CARROTS.

Chantenay, Danvers, scarlet horn, rubicon, ox-heart.

## PARSNIPS.

Hollow crown, guernsney, Dobbie's selected.

## RADISHES.

*Early.*—Rosy gem, French breakfast, scarlet turnip.

*Late.*—Long black Spanish, Chinese rose, osake.

## TURNIPS.

*Early.*—Yellow Aberdeen, extra early purple-top, milan, golden ball, red-top strap-leaf.

*Late.*—Hartley's bronze top, Skirving's Swede, champion purple top.

## ONIONS.

Yellow Danvers, red wethersfield, prize-taker.

## CELERY.

*Early.*—Golden self-blanching, improved white plume, Paris golden yellow.

*Winter.*—Grant, pascal, Evans' triumph, winter queen, French's success.

## CUCUMBERS.

*Slicing Sort.*—Peerless white spine, improved white spine, Davis' perfect, Corey's early cyclone.

*Pickling Sort.*—Chicago pickling (Westerfield's).

## PUMPKINS.

Sugar.

## SQUASH.

*Early.*—Crookneck, white bush scallop, delicata, Boston marrow, golden hubbard.

*Winter.*—Hubbard.

## LETTUCE.

Grand Rapids, black seeded Simpson, Hanson, Morse, New York, Grant Crystal.

## RHUBARB.

Victoria, Linnæus, Turkey.

## Trees.

*Very Wet Soil.*—Cedar (*arbor vitæ*), tamarac, black ash.

*Wet Soil.*—Spruces, white pine, white elm, red and white maple.

*Fresh Soil.*—White oak, white ash, black cherry, sugar maple, chestnut.

*Dry Soil.*—Red pine, larch, red oak, chestnut, black locust.

*Very Dry Soil.*—Scotch pine, red pine.

N. B.—Try all of our native trees and shrubs, planting them in soil similar to that from which they were taken.

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Spring's gleam is on the robin's breast,  
 Spring's joy is in the robin's song;  
 "My mate is in yon sheltered nest;  
 Ho, love is sweet and summer long!"

While full and jubilant and clear,  
 All the day long, from dawn to dark,  
 The trill of bobolink we hear,  
 Of hermit thrush and meadowlark.

—Jean Blewett.

---

A grandmother was reproving her little grandchildren for making so much noise. "Dear me, children, you are so noisy to-day! Can't you be a little more quiet?" "Now, grandma, you mustn't scold us. You see if it wasn't for us, you wouldn't be a grandma at all."—*Harper's Weekly*.

## CURRENT EVENTS.

The Legislative Assembly of Quebec proposes to offer encouragement to literature, science and art through a system of public competitions and prizes.

Governor Fraser, of Nova Scotia, has issued an appeal to the descendants of Celtic families in the province for funds to aid a monument to restore the historic church of Saint Columba, at Iona, to its original form.

The rush of immigrants from the United States to the better land north of the Canadian boundary is greater than ever before.

The Canadian Pacific Railway, in recent years, has made a special feature of flowers and shrubs along its lines, with very pleasing effect. The annual distribution of seeds is now going on, and this year they expect to have more railway gardens than they have yet had, especially in the sparsely settled districts along the main line.

The Cunard liner "Mauretania" has made the trip across the ocean to New York in one minute less than five days, an average speed of a little over twenty-four knots. The White Star Line, it is reported, is about to build four great steamers for the route between Liverpool and Montreal that will have a maximum speed of twenty-four knots.

After fifty-four years in the ice fields of the Arctic ocean, the ship "Investigator," the famous exploring ship of Sir Robert McClure's expedition, is free. A full report of her condition has been brought out by the Northwest Mounted Police and transmitted to the British Admiralty. Several of the wintering steam whalers are keeping near her, hoping to be able to tow her back with them to British Columbia. McClure was the first to pass from Behring Strait to Baffin Bay, though he was obliged to leave his ship in the ice.

The postmaster-general has ordered that mail carriers shall not carry liquor with the mails. Any infringement of this order will be punished by cancelling the mail contract.

Capt. Mikkleson, the Danish explorer, who was at the head of the Anglo-American expedition in search of an unknown land north of the Beaufort Sea, though he failed to reach the supposed land, still believes in its existence. He will try to reach it by ship instead of by sledge journey; for he has proved that it lies beyond deep water, if it is there at all. He does not think that the North Pole can ever be reached by an explorer carrying the necessary scientific instruments to make the feat of any value. Without these it would be a wasted accomplishment.

A special issue of postage stamps will commemorate the three hundredth anniversary of the founding of Quebec.

The Duke of Argyll and Lords Aberdeen, Lansdowne, and Minto, former governors-general of Canada, are at the head of a movement to raise in Great Britain a substantial public contribution to-

wards the sum needed to transform the battlefields at Quebec into a public park.

The programme of the ter-centenary celebration at Quebec is arranged. The Prince of Wales will land July 22nd. On the 23rd the fetes will be formally opened, and the landing of Champlain will be represented. A military review, in which 25,000 Canadian troops will be reviewed, will take place on the 24th; and on the 25th there will be a review of the fleets. The next day being Sunday, there will be commemorative services in the cathedrals. On the 27th there is to be a naval display; and the Prince of Wales will leave on the 29th. Costumes for the pageant are being made in England; and it is said that the display will be the finest ever seen in the New World.

Our government has not been the only one to find how difficult it is to arrange with the government of the United States for an international agreement that shall include all subjects in dispute. In 1905, as is now disclosed, the United States representative in Venezuela had arranged the preliminaries of an arbitration treaty for the settlement of all controversies between the two countries. When the protocol sent from Washington reaches Venezuela, however, it was found to cover only one case—that of a certain asphalt company in New York which claims a valuable concession in Venezuela; and later it was learned that this document was drawn up by the lawyers of the asphalt company. The President of Venezuela was indignant, and has ever since obstinately refused to make any agreement whatever with the government of the United States. The matter has now reached a stage where either an apology or a display of force is needed to open the way for further negotiations.

The invention of the noiseless discharge of firearms is credited to Hiram P. Maxim, of Hartford, Conn., son of Sir Hiram Maxim. Another United States inventor claims to have a noiseless gun that will discharge two million bullets an hour. The wars of the future will be brief and terrible.

Hayti, or, should we write it, Haiti, and pronounce it as a word of three syllables, is still a danger point, as evidenced by the presence of foreign war vessels in its harbours to watch the course of events. Its ruler, President Alexis, is said to have threatened a general massacre of the inhabitants if any attempt is made to displace him; and it is believed that he could carry the threat into execution, unless a general rising of the people should prevent it.

Russian troops are endeavouring to suppress a rising of Persian mountaineers. No aid is expected from Persia, Russia having assumed the responsibility of maintaining order in the northern provinces.

Paris, now one of the most beautiful cities in the world, will spend a hundred million dollars in the next few years in the improvement of its parks.

Mexico prints a weather forecast with the post-mark on letters passing through the mails.

A recent theory in regard to the interior of the earth that its stony crust encases a metallic centre, and that the internal heat is kept up by radium in the rocky portions of the earth's substance, there being no radium, it is supposed in the metallic nucleus.

The old supposition that heat is an imponderable fluid, which was generally abandoned in favour of the theory that heat is a mode of motion, is revived in a new form by a Canadian scientist, Dr. Park. It is said that the late Lord Kelvin endorsed this theory, which will be laid before the British Association next month.

A correction of the objectionable colour of the incandescent mercury vapor light has been found in the introduction of a carbon filament, carrying part of the electric current, and glowing at a red heat.

The Germans use a fireless locomotive about their railway yards. It is supplied with steam from a central plant as needed, and will run for five hours without replenishing.

Most wonderful of all the recent inventions in weapons of war is a new gun which, by the application of electricity, can impart to projectiles an initial velocity of fifty thousand feet a second. Incredible as this statement seems, it is treated as a simple fact in an article by Col. Maude in the *Contemporary Review*. Its meaning can be better understood by the further statement that one such weapon could throw shells from London to Paris at the rate of several thousand a day.

Black foxes are raised for their skins in Prince Edward Island, the skins selling in London for five hundred dollars each, or more, according to quality. The animals are very wild, so that no one can get near them but their keeper, and he only when he brings them food.

An Indian prince, son of the Maharajah of Kooch Behar, is taking a special course in agriculture at Cornell University.

Hydraulic graving docks are now made that lift a vessel out of the water for inspection and repair. The great dock at Bombay will raise a ship of 6,500 tons register. Double rows of iron columns contain hydraulic rams, which lift a pontoon on which the ship is floated.

A tract of land on the coast of the state of Washington, near the British Columbia boundary, has been leased by a Japanese company, and is to be used for the cultivation of tea.

Gold is said to have been found in paying quantities in the northern part of New Brunswick. It is just fifty years since the discovery of gold in British Columbia, and a few months short of fifty years since it was first found at Tangier, Nova Scotia.

There are less than a million men in the British army, including the militia and vessels. Austria has over two million; Russia and France each over three million; and Germany over four million. In naval strength, Great Britain comes first and France next; followed by the United States, Germany, Japan, Russia, Italy and Austria, in the order named.

Extensive preparations are being made in Austria for a jubilee pageant to be held next month in honour of Emperor Francis Joseph.

Since the introduction of malaria, some forty years ago, Mauritius has suffered infinite harm from the disease. Some English authorities on the subject believe that malaria was a principal cause of the decay of Greece and Rome, being probably introduced among the Greeks about the end of the fifth century, B. C., and among the Romans by the soldiers, Hannibal's army. The discovery that the germ of malaria is conveyed by mosquitoes is considered by Dr. Osler to be the most important event in the whole history of the British nation, as it will ultimately make tropical regions habitable. Already this discovery, with that made by United States officers in Cuba, that yellow fever is conveyed in the same way, is making it possible to build the Panama canal; and the latter discovery that the sleeping sickness has a similar origin, is, no doubt, the greatest benefit which the British have conferred upon the natives of Central Africa. Fierce beasts and deadly reptiles, even there, are less to be dreaded than our insect enemies.

The jewelled galleys of Caligula, sunk in a small lake in Italy, lie so near the shore that it is thought possible to bring them to land by the use of an inclined plane; and the Italian government is about to make the attempt. There are two of them, the larger one over two hundred feet in length.

An unfriendly feeling towards the Japanese has led to popular demonstrations in China, which take practical form, to a large extent, in a refusal to purchase Japanese goods. A fleet of five Japanese war vessels is said to have sailed for Chinese waters. While this does not look like conciliation, it may show the Chinese that they are not ready for armed conflict; and accepting a challenge to fight is usually a case in which delay is not dangerous.

#### SCHOOL AND COLLEGE.

It is always a pleasure for the REVIEW to record activity on the part of school trustees in re-fitting and beautifying school premises. Neglected and unsanitary school houses are becoming fewer and farther between, let us hope, every year. May the good work go on until school rooms shall be as clean, as comfortable, and as prettily furnished as the rooms of our best dwelling houses.

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have lately renovated their school house, repairing and thoroughly cleaning it, painting the outside of the building white, with drab trimmings and black roof, so that in the midst of the returning green of spring it will present a bright appearance on the hillside overlooking the railway. Nor has the inside been neglected. The walls have been neatly painted, the ceiling kalsomined, and room repaired and thoroughly cleaned. Twenty-six new books have been added to the library, making a total of seventy volumes now in use.

School inspectors in their visits are doing much to bring about needed reforms in keeping school houses neat and clean. Inspector Craig, at the recent meeting of the Teachers' Institute at Pugwash, N. S., spoke very plainly of the duties of trustees and teachers in this matter. He was able to speak of instances where the combined efforts of teachers and trustees to improve school grounds and buildings had been attended with notable success, as in the case of the Apple River school house in Cumberland County.

Let this good work go on until a dirty and neglected school house and grounds shall be unique, and a disgrace to the school section that permits such conditions to continue. Arbor Day is near, and it is possible for every teacher to do something to cleanse and beautify the school surroundings. But don't, pray don't, in the celebration of that day or Empire Day, have the pupils express beautiful thoughts in prose and verse in an unclean atmosphere.

In his address at the public meeting at Pugwash, Principal Soloan, commenting on the bareness of the surroundings of the school house, recommended that rows of trees be planted in the rear and shrubbery in front of the building. The grounds would lend themselves admirably to such an arrangement, being ample, situated on a slightly ascending slope, with the two-storied school house in the centre. If Principal Shortliffe will send the REVIEW a photograph of the grounds as they are now and another a few years hence, when the trees and shrubbery have developed, the views will be published side by side. We venture to say that it would be an object lesson on what a wise hint, followed out, may accomplish.

The city council is busy with plans for the improvement of Victoria, but does not feel that it has enough money to do all that it would like. If all the boys and girls, as well as the men and women, made up their minds to help put and keep the sidewalks in good condition, great improvements could be made without spending a great deal of money. Brooms and rakes and hoes with a little grass seed would work wonders. This is the time to begin, before the weeds come up. "Sweep before your own door." If you have a boulevard, keep it in good order; if not, do the best you can, and, boys, you should see that this is not added to mother's work.—*Victoria, B. C., Colonist.*

Arbor Day in Nova Scotia, according to the *Journal of Education*, is on Thursday, May 7th; in New Brunswick on Friday, May 15th, in the inspectorial districts as heard from at this date.

The Teachers' Institute for Cumberland County met at Pugwash, N. S., from Tuesday evening, April 14th, to Thursday p. m., April 16th. The gathering was a large and enthusiastic one, more than 75 per cent of the teachers

of the county being present, and throughout the entire proceedings an excellent spirit pervaded the meetings. The teachers were prompt in their attendance and remained to the close of the sessions, manifesting a deep interest in the addresses and discussions. Inspector Craig presided, and conducted all the meetings with an earnestness and promptness that was quickly responded to by the teachers present. Superintendent Dr. A. H. MacKay; Principal Soloan, E. W. Connolly, Mrs. Edna C. Harper, of the normal school, and other educationists were present, taking part in the discussions, and addressing the public meeting on the evening of the 15th. Some excellent papers were read and oral lessons taught. The REVIEW will publish one or more of the papers in a future number.

Mr. Lloyd Dixon, M. A., a graduate of Mt. Allison University, Sackville, has been awarded a scholarship of \$150 at Harvard University, where he has been pursuing advanced study.

Principal Mersereau, of Horton Academy, Wolfville, has resigned, to take a five years' course of study at Harvard University. It is probable that Ernest Robinson, Supervisor of Dartmouth public schools, an Acadian graduate, will be appointed to the place.

Encenia at the University of New Brunswick will be held on the 27th and 28th of May. Principal Peterson, of McGill University, will give the alumni society's address, and Professor Geoghegan that in praise of the founders. Honorary degrees will be conferred on Chief Justice Wetmore and Lieutenant Governor Bulyea, of Saskatchewan, and on Mr. J. Vroom, of St. Stephen.

The fifth annual music festival of the Choral Club of the Acadia Ladies' Seminary will be held in College Hall, Wolfville, May 7th and 8th. The Boston Philharmonic Sextette and a number of distinguished artists have been engaged. The concerts promise to be of unusual interest.

E. B. Paul, B. A., principal of the Victoria, B. C., high school, has been appointed superintendent of schools of that city, successor to the late Dr. Frank H. Eaton.

#### RECENT BOOKS.

It is a comforting fact that an increasingly widespread interest is springing up in Canada in regard to rural conditions—social, educational and agricultural. The people of cities are renewing their devotion to the outdoor life and healthy sports which the country alone can afford, and this has led to a closer examination, by the reflecting sort, of the conditions of country life. A clear view of such conditions and suggestions for their betterment are contained in a recent book, *Chapters on Rural Progress*, by Kenyon L. Butterfield, president of the Massachusetts Agricultural College. The strong points of the book are its clear language and a thorough understanding of the many phases of rural life. The terse and epigrammatic style of the author, with a singularly happy faculty of making interesting points, gives the book all the interest of a story—and it is a story—of the opportunities that are lying in wait for the breeding of a better manhood and womanhood in rural communities where the physical, intellectual and religious instincts of the race should have

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their fullest expansion. (Cloth; pages 251; price, post-paid, \$1.10. The University of Chicago Press, Chicago, 1908).

The REVIEW is indebted to Sir Henry Mill Pellatt, of Toronto, for a presentation copy of the book entitled *The Empire and the Century*. It is a series of essays on Imperial problems and possibilities by different writers throughout the Empire, edited with an introduction by Charles Sydney Goldman. Mr. Goldman believes that the link of connection between the various parts of the Empire is that all are believers in constructive Imperialism, and that all desire to see a self-conscious community rather than a collection of indeterminate atoms. A poem, "The Heritage," is contributed by Rudyard Kipling. There are six essays on Canada, by Principal Peterson, of McGill, Dr. Jas. W. Robertson, Dr. Geo. R. Parkin, and others. This book, of 895 pages, with seven maps, presents a fine opportunity for the study of various important questions of the Empire. (John Murray, Albemarle Street, London).

In the March REVIEW was noticed a very attractive book on composition—Sykes's *Public School English Composition*, containing also the elements of grammar. In view of the fact that there may be separate text-books on grammar in most of the schools, or that some teachers may wish to use a book on composition alone, the publishers have brought out a second book without the elements of grammar, but retaining the elements of the structure of sentences. In this the author has enlarged some of the chapters on composition, adding new and interesting material, making a very complete and useful book on composition. (Cloth; 299 pages; price, 50 cents. Copp, Clark Company, Toronto).

Several excellent features are combined in the historical narrative, *The Development of Modern Europe*, recently published in two volumes. It gives much more space to recent events than other historic works of the same compass, enabling the student and general reader to catch up with his own times. The authors, Professors Jas. H. Robinson and Chas. A. Beard, of Columbia University, have devoted much less space to purely political and military events than has been commonly assigned to them in histories of the nineteenth century. On the other hand, the more fundamental economic matters—the industrial

revolution, commerce and the colonies, the internal reforms of the European states, etc.—have been generously treated. The volumes are abundantly illustrated with portraits and maps, and the binding and letter press are very attractive. (Volume I. The Eighteenth Century: The French Revolution and the Napoleonic Period. Cloth; 362 pages; mailing price, \$1.60. Volume II. Europe Since the Congress of Vienna. Cloth; 448 pages; mailing price, \$1.75. Ginn & Company, Boston).

A very simple and attractive little book called *Play Drill* (cloth, pages 44, price 1s. 6d.) is intended to teach children to breathe deeply and properly while engaged in play. They are instructed, for instance, to blow away imaginary bubbles or kites, and to do this with the utmost vigour, thus ensuring complete exhalation, and nature will see that there is a complete inhalation. A variety of exercises and games, with song accompaniments, are provided in this useful little book. (Geo. Philip & Son, 32 Fleet Street, London).

Part II of *A Rational Geography* (cloth, 208 pages, price 1s. 6d.) shows by means of maps, diagrams and explanations of how to keep charts, to find latitude and longitude, etc.; the way to do much practical teaching in regard to tides, winds, currents, latitude and longitude in connection with other phenomena, embraced in Part I. The continents dealt with are America and Africa. (Geo. Philip & Son, 32 Fleet Street, London).

In Lambert's *Alltägliches* (cloth, pages 251, price 75 cents) we have a combined conversation and reading book, designed for teaching the German language in secondary schools. The topics are those that cause a lively interest to the pupils, and are based upon the objects and experiences in their daily surroundings. The book has a complete vocabulary. (D. C. Heath & Company, Boston).

An easy introduction to the study of plant life is found in *A Plant Book for Schools* (cloth, pages 168, illustrations, chiefly from photographs, price 2s. 6d.) It is meant to afford children an understanding of the simplest manifestations of plant life, and by the aid of the teacher, with work on the child's part, the book will be found useful. The illustrations and examples are from English flowers and trees. (Adam and Charles Black, Soho Square, London).

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#### Official Notices.

The number of Teaching Days in present Term is 123, except in St. John, where the number is 122.

The last day of the present Term is Tuesday, June 30th, and the first day of the next Term is Wednesday, August 12th, except in Districts which have eight weeks' vacation under the provisions of Regulation 20 Section (2). In such Districts the first day of the next Term will be Wednesday, August 26th.

PROVINCIAL INSTITUTE.—Teachers who attend the Provincial Institute, which will open at Fredericton on Thursday, June 25th, may teach on any Saturday preceding as a substitute day for Tuesday, June 30th. The last day of the Institute Sessions, Saturday, June 27th, will be regarded as a substitute day for Monday, June 29th. Teachers attending the Institute may, therefore, close their schools for the Term on Wednesday, June 24th, or, if necessary, to take a day to reach Fredericton in time for the opening of the Institute, the schools may be closed on Tuesday, June 23rd.

### DEPARTMENTAL EXAMINATIONS.

The dates at which the next Departmental Examinations begin, are as follows:

Normal School, Third Class . . . . . May 26th.  
Normal School, Higher Classes . . . . . June 9th.  
High School Entrance . . . . . June 15th.  
Normal School Entrance . . . . . July 7th.  
University Matriculation and High School Leaving,  
. . . . . July 7th.

The above Examinations will be conducted in accordance with the Regulations as given in the School Manual. Teachers are requested to see that their pupils who intend to present themselves for Normal School Entrance or for the Matriculation and High School Leaving Examinations shall have their applications, with the required fee, forwarded to the Inspector not later than the last day of May.

J. R. INCH,  
Chief Supt. of Education.

Education Office,  
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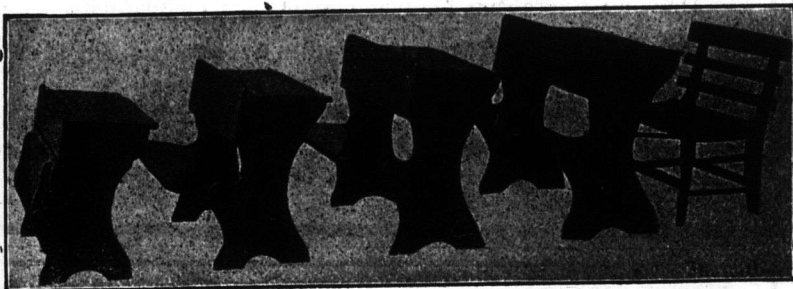
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