

franchise wisely and disposed to use it honestly. So the teacher in the humblest country school is contributing to the strength of Canada and the Empire when he tries to give to his pupils the wide outlook and the sense of political responsibility which our national position and democratic principles demand.

Empire Day should remind us that no nation known to history requires for its wise government so much trained intelligence in the ordinary citizen as does our own. Nothing seems more certain than that Canada must now take a larger part than heretofore in directing the general policy of the Empire. More and more a knowledge of the extremely various conditions under which British people exist will become a necessity for good Canadian citizenship. This the schools must give.

But the formation of character and high personal ideals is the basis of all true educational effort. In the long run it will prove the best measure of our national achievement; the best proof that we are fitted to take a larger place in the world.

The war will leave great gaps to be filled in every walk of life. It has been estimated that the Universities of the Empire have contributed more than forty thousand men to the fighting ranks. Great numbers of the ablest and best have already fallen on the field of battle. Their places must be supplied from our schools and colleges. To make these substitutes worthy to take up the work of those who have died is the task that our teachers must keep before their eyes.

The courage of the Canadian soldier in battle — his steadiness under fire — his power of endurance, have won in Europe general recognition and admiration. They have thrilled us with pride. They have added a new and splendid page to Canadian history. But that page would have been more splendid still, had firmness under temptation and regard for discipline been at all times equally conspicuous. Those most sensitive for the credit of the country have at times had anxious hours. The war has brought out in vivid relief both our strength and our weakness. Beside the heroisms of the battle-field which so stir the blood there have been failures most unheroic in the training camp.

So when on Empire Day we recall with pride

the glorious deeds that our men have wrought, let any natural elation that we feel be mingled with a determination to pursue with greater resolution the task of building up in the youth of the country that foundation of sound character which can best withstand the severest tests of peace or war.

EMPIRE DAY IN THE UNGRADED COUNTRY SCHOOL.

BY EMMA VEASEY.

Whether the celebration of the day shall be a vital thing, quickening every subject taught with the spirit of patriotism, and leaving a lasting impression on the minds of the pupils, or merely a pleasing programme arranged to carry out the letter of the law, rests largely with the teacher. A combination of the two is both practicable and desirable.

That the ungraded country school does present difficulties of its own, cannot be denied. The number of classes to be interested and the difference in the ages of the pupils must necessarily be taken into consideration by the teacher in making her preparations for the day; but to off-set these difficulties such a school should afford material for great variety in the way of entertainment.

In thinking over her programme for the day, the teacher must plan for the correlation of subjects — reading, history, drawing, geography and — yes, writing, lending themselves particularly to the celebration of this day. It is the abundance of the material in hand, not the lack of it just now, which is going to give one pause.

The reading lesson selected will be of a patriotic nature: "Lord Nelson's Boyhood," "The Maple Leaf Forever," "My Own Canadian Home," "Wolfe and Montcalm," "Story of Sir Henry Havelock," "The Recessional," any of these are appropriate, and a suitable selection may be made from among them for almost any of the grades taught in the ungraded school.

What teacher in teaching these as reading lessons has not longed for more time in which to tell the children — particularly the little ones, — some of the anecdotes and incidents suggested therein? On Empire Day one might feel justified in following one's inclinations in this