

finding further reasons for his choice of subject, expecting answers such as the following:

1. The poem is the story of the contest between right and wrong, while in Milton's life such a struggle was going on in the Civil War.
2. Milton going blind, would find it easier to picture the sublime and supernatural scenes of "Paradise Lost."

SUMMARY FOR BLACKBOARD.

I. PARADISE LOST.

The war in Heaven.
Satan's Revenge.
The temptation and fall.
The promise of redemption.

II. MILTON'S LIFE.

1608. Birth.
Early life of study and resolve.
Political life.
Blindness and poetical work.
1674. Death.

(These notes were originally written for a class of children from eleven to thirteen but a few additions make them well adapted for introducing the poem to older pupils who are about to study one or two books in detail.)

SLIPS IN PRONUNCIATION.

The March REVIEW printed such an interesting paragraph on "Slips in English," that one reader is encouraged to ask for the publication of a few pet aversions in pronunciation, hoping for similar lists from other readers.

In our generation, we teachers could do much for the Maritime provinces, by correcting the faulty pronunciation of many very common words.

Doubtless every teacher within the influence of the EDUCATIONAL REVIEW has been a member of some society whose constant reference is made to the "seca-tree" although no mention of that plant can be found in the minutes. Associated with it, however, and alas, well known in many schools, is that curicus fruit which in its positive form is a native of southern climes, but in its comparative form indigenous to our country, viz., "fig-gers."

A still more puzzling fruit is the "lie-berry". Who has seen a "lie-berry?" It really is as mysterious as Sairy's friend "Mrs. Harris." Possibly it grows in the shade of a "hiss-tree!"
—Karshish.

EMPIRE DAY IN THE LOWER GRADES.

EMMA VEAZEY.

To the subjects of the British Empire in this year 1915 every day is Empire Day. This epoch-making war has taught people the true meaning of that word "Empire;" not a loosely joined series of possessions nominally attached to the Motherland, but a vast whole working to one end—the common good.

Topics of the war must of necessity enter largely into our programme for this day. It is right that it should be so, especially in the higher grades; but in the lower grades we must as usual put certain facts relating to that part of the Empire which most concerns us into concrete form to supply a foundation on which the children may build up future knowledge.

Perhaps the simplest method of doing this is the "Question and Answer" method. In this exercise all the school may take part; this in itself is no small advantage. The questions and answers will form, of course, only a part of the programme, the war items, lessons on flags, relations of colonies to the Motherland, Patriotic songs and recitations being equally important and desirable.

Each teacher will consult her own taste as to these songs and recitations. "We'll Never let The Old Flag Fall" is enjoying a great deal of popularity as a song just now, and the children love to sing it. "Oh Canada" is always a favorite, as also "Soldiers of the King." For recitations, one may find in back numbers of the REVIEW for May, Scott's "Colors of the Flag" and "The Flag Goes By." The "Recessional," too, is always appropriate, and some of the more recent poems which really tell something about the war, and inspire the right spirit of courage, patriotism and sacrifice.

Following is a list of questions and answers prepared for the lower grades. They may be varied at the discretion of the teacher.

- (1). What is Patriotism? Patriotism is love of Country.
- (2). What is our Country? Our Country is Canada.
- (3). Is it enough then that we should be loyal to Canada? No! we should be loyal to the whole British Empire.
- (4). Why should we be loyal to the whole