

in every arrangement that pertains to human life and human activity: homes will be left desolate, commercial enterprises may suffer from temporary stagnation, economic conditions will be disturbed and a feeling of depression may brood over our land. But let us as teachers meet every misfortune with optimistic smiles. Let us follow out the dictates of our profession with an unflinching and unswerving fidelity to its high ideals. Let us continue to develop in our pupils a sense of their majesty and responsibility as citizens of the wide, wide world, and some day the flags of all nations may be merged into the white banner of Christ, and then shall wars and rumors of wars cease to be for ever; but until that time comes let us be prepared to stand by the glorious traditions of our Motherland, and when blood calls to blood from across the waters let us answer England's foes then as now with the same unconquerable loyalty.

In conclusion, ladies and gentlemen, let me impress this upon you: The present situation in the British Empire calls for citizens, and never before in our history was the need so pressing for citizenship of a wise and unselfish character as now. All of us, both men and women, and even little children, must be prepared to do our duty to our country, and to sacrifice our personal interests in its behalf. The chief task of the teacher, then, is to prepare the pupils for participation in this citizenship—to prepare them mentally, morally and physically for the great destiny that lies ahead of them. And your presence here this afternoon shows that you at least recognize the importance of the duty devolving upon you, and that you are anxious to equip yourselves for the performance of this great duty. And I can only express the hope that the programme we have prepared for you may in some measure be an assistance and an inspiration to you in the prosecution of your work and that you will return to your classrooms after the Easter holidays thoroughly refreshed in mind and body.

SOME THOUGHTS ON THE PRESENT WAR

By C. K. Newcombe, Supt. of Education

In studying any war, we find that the causes are deep-seated and far-reaching, the occasions trifling and ephemeral. We have heard this present war ascribed to the crime of Gavrilo Princep at Serajevo. We have been told that its causes may be learned by a perusal of the conversations between various Chancelleries of Europe during the fatal days prior to the 28th of July last. It is true that the occasion of the great struggle lay in the supposedly unsatisfactory character of the Servian reply to the twelve demands made by Austria, but the nature of these demands, and the manner of their presentation, show conclusively that it was the desire of Austria to force upon Servia the solution by war of a larger issue than that raised by the crime itself.

There are two methods by which empires may be unified—the one by internal organization, the other by external pressure. The Austrians have found it well nigh impossible to organize their Dominions so as to insure the unity which they desire.

Francis Joseph is very old, and it is doubtful whether the Hungarians will recognize his successor as king. The provinces of Bosnia, Herzegovina, Croatia, Slavonia and Dalmatia, all like Servia are inhabited by Slavs, who turn eager eyes to the Servian hills from whence they hope will come their aid.

Austria has oppressed these provinces as she oppressed the Provinces of Italy, or in old days, the Cantons of Switzerland. Then too, the Julian Alps, the Carnic Alps, the Istrian Littoral and the Trentino are essentially Italian in character. Of their inhabitants, only twenty per cent. are of Teutonic extraction. These territories too, are a source of weakness to the Empire.

The friction between the two dominant races of Austria, the menace of the Slav, the territory torn from Italy, have all contributed to the failure of