

has just been consummated a scheme to girdle the world with a cable of Imperial ownership, toward the expenses of which Canada, Australia and other colonies will contribute.

On Empire Day these facts should be brought to the notice of the pupils, and patriotic sentiment should, in addition, be cultivated. The reading books abound with suitable selections, and the teacher can call to her assistance numberless historical incidents. It would be well to invite the parents to come during the afternoon when readings and recitations might be given. Some of the following could be selected: Scott's ode, "Love of Country," J. G. Lyons' "Triumphs of the English Language," Byron's "Waterloo," Campbell's "Battle of the Baltic," "The Great Siege of Gibraltar," Campbell's "Ye Mariners of England," Young's "Colonial Loyalty," J. T. Headley's "Relief of Lucknow," Tennyson's "Charge of the Light Brigade," incidents in the lives of Lord Clive, Nelson, Wellington, Wolfe and Montcalm. Kipling is an ardent Imperialist, and some of his poems have a direct bearing upon the subject.

All who have flags should utilize them to the utmost on this occasion. A good lesson should be given as to the origin and make-up of the flag.

The imperial postage stamp of Canada, and Parkin and Bartholomew's map of the world, on which the stamp seems to be based, should be studied and referred to with special reference to coaling and naval stations and ocean routes. Note how the British possessions girdle the world. The reveille of the British soldier greets the rising sun in his course around the world, and he never sets upon British possessions.

In these days there seems to be a very cordial feeling between Great Britain and the United States, and it would be well not to let the occasion pass without special reference to the broader idea of race and language. The incident in the Chinese war of the American ship coming to the assistance of the British fleet when hard pressed should be referred to, as well as the saying of the captain, "Blood is thicker than water." On the other hand, the incident of a British consul in Cuba preserving the lives of some unjustly condemned Americans by enfolded them in the British flag and daring the Spaniards to violate it, can be related. Do not affect to regard all this as sentiment; sentiment is yet the ruling factor in both the lives of nations and individuals.

I find the REVIEW very valuable and instructive. It has improved wonderfully under its new management. I wish it every success.

J. P. C.

### Art in the Schools.

The May number of *Chambers' Journal* has a most interesting and suggestive article on the subject of "Art and Literature in the School-room." This subject has received much attention by those interested in education in England and Scotland. In 1883, a Society known as the "Art for Schools Association," was organized with John Ruskin as president. The headquarters of the Association are at 29 Queen Square, London, W. C. "Since its foundation, over forty thousand standard pictures have been sold through its agency. The catalogue embraces a list of four hundred photographs, engravings, etchings and chromo-lithographs from the works of old masters and living artists as well as studies from nature, of birds and beasts and flowers. They are supplied at a reduced rate to elementary and secondary schools."

"Hitherto," said Ruskin (speaking in 1883), "we have been contented to do our educational work surrounded by cheap furniture and bare walls, and supposed that boys learned best when they sat on hard forms and had nothing but blank plaster above and about them whereon to engage their spare attention." The object of the Art for Schools Association, was "to bring within the reach of boys and girls in our board— and other schools—such a measure of art culture as is compatible with their age and studies."

"It is worthy of notice," the writer of this article goes on to say, "that the latest Scotch code embraces a scheme of "nature knowledge" whereby junior scholars shall acquire, "by means of observation and inquiry a knowledge of common objects, natural phenomena and the surroundings of the school."

Mr. T. C. Horsfell, in 1884, drew attention to what the Committee of the Manchester Art Museum was prepared to do in lending to schools pictures of beautiful scenery, interesting buildings, and historical scenes with engravings of flowers, trees and animals.

A recent report of the United States Commissioner of Education gives great prominence to this subject. The more advanced schools in Boston, New York, Chicago, Cambridge, New Haven, Brooklyn, Milton, Salem and Quincy, have been adorned with photographs, engravings and casts. "The silent beauty," it is very evident, "irradiating from such decoration will quicken and purify the taste of the scholar without at all encroaching on school time." In a catalogue of works of art suitable for school decoration which was prepared for an exhibition at Brooklyn, there were four hundred and twelve entries, including photographs, engravings, statuary, pottery and etchings.

Great stress, but certainly not too great, is laid on the importance of varying the monotony and enriching the life of the school-room by greater scope and variety in the number of reading books used. "From the horn book of a past generation, we have travelled a long way. Good literature and good pictures elevate the taste and cultivate and enrich the understanding of the pupil."