

matter without the guilty feeling that the reading period was not being treated quite fairly as a reading period.

In one of these lessons, the capture of Quebec is dealt with and some battles in the war of 1812. These might well form the history lesson in one class. So, also, the story of Sir Henry Havelock leads one to a comparison of the India of his time with the India of to-day, and the splendid part it is playing in the present great world struggle.

The British possessions will suggest themselves as geography lessons for that day; but not merely as a collection of facts about the size of the Empire. The names of many of these possessions have become household words during this war, and they will have taken on a new meaning and significance. Never before in the history of the world have children had such an opportunity of studying geography and history in the making, as the children of the Empire to-day, and that fact can well be brought out by the skilful teacher in studying the British possessions in the light of present-day happenings.

The whole school may be interested in the preparation of a war alphabet, each letter suggesting to the mind of the pupil some place which has been brought into prominence during the war, or some individual who is connected in some way with it; as, A. Asquith, B. Belgium, C. Canada, etc. Even the smaller children will be able to help build up this alphabet and explain in a few words the connection of the name suggested. (This alphabet later in the day makes a good writing exercise in any of the older classes, the drill in the capitals being particularly helpful.) The older pupils will no doubt suggest such names as Salonika, Kut-el Amara, Erzerum, Verdun, The Tigris, etc., and these will recall to the teacher interesting facts to be related, for after all the success of even a simple exercise such as this will rest with the teacher and her ability to fill in and supplement whenever necessary.

For this reason, she must have more than a casual knowledge of the men of the hour and the geography of the war. This is not such a difficult task when one considers the splendid material in almost every phase of the war within the reach of all.

In the meantime, the very little ones must be

kept busy. If they are in the habit of working with colored paper, they will be delighted to construct some flags of the Allies — the simplest ones in two and three colors. These may be attached to small round sticks, and the pleasure of the child in making even such a simple thing is so evident that it helps to compensate for the necessary preparation. The same idea may be carried out with colored chalk or paints if the teacher prefers this to the work with colored paper.

In addition to the oral composition which will be necessary as the child explains his contribution to the alphabet and why it was suggested, there may be written compositions, the subject being assigned beforehand and the compositions themselves read during the day; or the compositions may follow — and this is more feasible with the smaller children — a simple story told by the teacher about some of our national heroes, or some of the incidents in English history which have made the Empire famous.

The day would not be complete without its programme of songs and recitations appropriate to the occasion; but through all of these there should be the endeavor to evoke in the minds of the children not simply a feeling of pride in the vastness of the Empire and its resources, but a deeper pride in the moral stand that has always been taken by the Mother Country on occasions such as the present war. In this connection too, the thoughts contained in Kipling's "Recessional" may well be emphasized in the attempt to show the children the real foundation upon which a great empire such as the British Empire rests.

#### THE SECRET OF EMPIRE.

We have leave to print the following lines written by a New Brunswick teacher in May, 1913, after a talk on pride of Empire:

Not because we've conquered other nations,  
 Not because we own such widespread land;  
 But because of honor, truth and justice,  
 Dare we hope our Empire long may stand.  
 For what glory in untutored millions,  
 Or what pride in peoples low or base?  
 England stands or falls in future ages,  
 Only by the spirit of the race.  
 Let us look then, to ourselves to guard her,  
 Fight our passions as her chiefest foes,  
 For each patriot ruler of his spirit;  
 Helps to guard the proudest flag that blows.