

**PAGES**

**MISSING**

# Educational Review.

Devoted to Advanced Methods of Education and General Culture.

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Mrs. G. U. HAY, Proprietor.

PERCY GIBSON, Editor and Manager

## EDUCATIONAL REVIEW.

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## EMPIRE DAY.

The fourth Empire Day since the beginning of the great war finds us midst happenings which will have vital effect upon the future of the whole world; the valiant armies of the Allies, locked in a mighty struggle with the hordes of German Kultur, now stand with their "backs to the wall." In their ranks are found "Afric's sons of color deep;" men from India's loyal people; warriors from the land of the Maple Leaf, and the Anzacs from the King's possessions in the Pacific. Never in its history did the British Empire find her sons standing shoulder to shoulder so nobly, in union of thought and action; the watchwords of the Empire Day movement — responsibility, duty, sympathy and self-sacrifice — were never sounded forth in a more practical, substantial and powerful manner.

As the mighty armies of Britain remain firm midst the blood-drenched fields of France and Flanders; as the brave men who know neither defeat nor surrender, from the four quarters of the earth over which flies the red, white and blue emblem of liberty and justice, keep the name of Britain, and all which that name stands for, unstained; let it be the sacred duty of the teachers throughout the vast Dominion this coming Empire Day, to deepen and strengthen the knowledge of an undivided, though battle-scarred Empire in the minds of those under their charge. Soon the boys and girls of today will be called upon to take the places of those who have laid down their lives in upholding the honor of that Empire, and until then it is the blessed work of those in whose keeping they now are to so instil into their minds the lessons of true patriotism and an undivided Empire, that they will continue to grow up faithful and loyal subjects of his gracious majesty, King George.

## ARBOR DAY.

Arbor Day will be observed by the New Brunswick and Nova Scotia schools in a few days. In New Brunswick the first Provincial Arbor Day was observed May 20, 1887, although some counties, notably Charlotte and Carleton, observed special Arbor Day a year or two before that. In Nova Scotia, Arbor Day was observed as early as 1884.

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Address all communications and make all orders payable to

THE EDUCATIONAL REVIEW,  
St. John, N. B.

**IMPORTANT ANNOUNCEMENT.**

As the result of communications which have passed between Messrs. Evans Bros., Ltd., of London, England, and ourselves, we are pleased to announce that arrangements have been made with them whereby our readers may have the advantage of seeing educational publications which have been most successful in the Old Country. Messrs. Evans Bros. are the proprietors and publishers of what is known as England's premier educational magazine "The Teachers' World."

Their offer to send the books on approval for one week is unusually generous, particularly when the prevalent war conditions are considered, and we would strongly recommend that our subscribers take full advantage of same. Detailed particulars are to be found on page 295 of this issue, and it is expected that further information and lists of these various publications will be announced in future issues of the REVIEW.

We may add that we are extremely indebted to Messrs. Evans for permission to re-print from their publication "The Empire Day Book of Patriotism" many of the short articles on the subject to be found in this issue.

**THE SAME KEYNOTE.**

This issue completes the thirty-first volume of the REVIEW. The keynote is the same today as upon that when it was first published by the late Dr. G. U. Hay in 1887, namely, service to the teachers of the Maritime Provinces. A valued subscriber now teaching in Nova Scotia says: "I began to take the EDUCATIONAL REVIEW several years ago, just as I was leaving Normal College, and I consider that no teacher should be without it, as in its pages are found just those articles which prove of the greatest value in the work of teaching the young."

We would draw the attention of our readers to the large number of advertisements contained in this issue of the REVIEW. As the magazine continues to gain in circulation among the educational classes of the Maritime Provinces, reputable business houses are not slow to take advantage of the fact, and we would strongly urge that their announcements be given careful consideration as advertised goods can be relied upon.

**OFFICIAL NOTICE.**

A copy of the following letter has been sent to each school inspector in the province.  
W. S. CARTER,  
Chief Superintendent of Education.

FREDERICTON, N. B.,  
March 1, 1918.

Dear Sir:

With reference to student help to forward the interests of Increased Production during the present year, on consultation with the Minister of Agriculture, to whom, with myself, the matter has been referred by the Board of Education, we have agreed:

That the inspector should take up and deal with the project in connection with each local School Board, having in its schools, boys able to give service and whose standing warrants it, under the same conditions as last year.

Particular care should be exercised that school standards should not be lowered.

It will probably not be necessary for the inspectors to put aside their regular work, as during last year, but if any special work may be found necessary, time will be allowed and actual expenses paid.

The inspector will act as secretary for his district.

Yours faithfully, (Sgd.) W. S. CARTER,  
Chief Superintendent of Education.

**OFFICIAL NOTICE.**

FREDERICTON, N. B.,  
March 28, 1918.

Dear Inspector:

In further reference to the circular letter recently sent you regarding the participation of public school boys in the work of Increased Production, I may say that I have since had a conference with Mr. A. H. Chipman, Manager of the "Soldiers of the Soil" movement for this province.

He has agreed not to enlist public school boys without the consent of the principals of their schools, and, of course, of their parents.

The agents of the "Soldiers of the Soil" will not address the schools nor distribute advertising matter on the school premises.

The patriotism of teachers and pupils will be a sufficient impelling influence.

Enrolment slips may be given to and accepted by the principals, upon which to enrol boys whose standing will warrant it.

It is understood that the Department of Agriculture will place the boys with employers, and that the agents of the "Soldiers of the Soil" will look after them when employed.

The School Boards and Inspectors will therefore be relieved from the responsibility of placing and supervising boys.

I would advise that boys be not enrolled before such time as their school standing shall have been determined, and that enrolment should be discouraged under the age of fourteen.

Enrolment slips will be given by the agents of the "Soldiers of the Soil" to the principals of the schools and by them returned after they have been filled in.

You are requested to give such assistance in the work of enrolment as may be possible, by furnishing lists of teachers, etc.

Also please bring these matters to the notice of all likely to be concerned.

Yours faithfully,  
W. S. CARTER,  
Chief Superintendent of Education.

## BIRDS OF THE GRAND PRE REGION, N. S.

Notes on the Feathered Residents of, and Visitors to, this Interesting Section of Kings County

BY ROBIE WILFRID TUFTS.

(Special to the EDUCATIONAL REVIEW.)

(Continued from last Month.)

106. *Oceanodroma leucorhoa* (Vieill.). LEACH'S PETREL; "MOTHER CAREY'S CHICKEN."— Exceedingly rare. One observation only. After a heavy storm, on November 8, 1913, a flock of a dozen or more were seen at the mouth of the Cornwallis. These were asleep, holding on to the stems of the rank marsh sedges which were about half submerged by the high tide, and thus afforded a mooring. We approached them in a boat, and captured several in our hands.

117. *Sula brassana* (Linn.). GANNET.— About 1898 and regularly for some years previous, a pair of Gannets nested at Harborville, Kings County. The nest was on a ledge of rock, about one hundred feet above the beach, on the perpendicular sea-wall of the Bay of Fundy. Above the ledge was a huge overhang of rock extending thirty or forty feet out and rendering the ledge absolutely inaccessible. One of the pair, probably the female, was shot while on or by the nest by a young man named Morris, and was picked up on the beach below. Charles Morris, now of Margaretville, Annapolis County, the boy's father, recently told me of this, and described the bird so clearly as to leave no doubt whatever as to its identity, although the specimen was not preserved. This is the only record I have of the occurrence of this species in Kings County.

119. *Phalacrocorax carbo* (Linn.). CORMORANT.— Uncommon transient. One specimen taken in November, 1898, near the mouth of the Gaspereau River. Occasionally seen on the Minas Basin in spring and fall, but more frequently in the spring.

120. *Phalacrocorax auritus auritus* (Swains.). DOUBLE-CRESTED CORMORANT.— A fine specimen was captured alive in a fish-weir on the mud-flats off Starr's Point, Cornwallis, on May 16, 1917, and a second specimen was taken in the same weir on May 28 of the same year. They are the only records I have.

129. *Mergus americanus* (Cass.). AMERICAN MERGANSER; "GOOSANDER."— Uncommon winter visitor. Only a few records. A specimen in immature plumage taken on the Grand Pre marshes December 9, 1913. A male in full plumage taken in December, 1898. No observations except at salt water.

130. *Mergus serrator* (Linn.). RED-BREASTED MERGANSER; "SHELL-DRAKE."— Permanent resident, most common about our rivers and lakes. Breeds about the middle of May. Locally this bird is frequently mistaken for the rare Wood Duck.

132. *Anas platyrhynchos* (Linn.). MALLARD.— Rare fall visitor. Two records only. A fine drake taken on the Grand Pre, October, 1900, by D. R. Munro, of Wolfville, and a specimen in female or immature plumage by H. A. Ford, now of Calgary, Alta., also on the Grand Pre, in October, 1903.

133. *Anas rubripes* (Brewst.). BLACK DUCK; BLUE-WINGED DUCK.— Abundant permanent resident. These birds frequent the salt marshes about the estuaries of the Minas Basin from September to April. With the advent of spring and the breeding instinct, they leave for the inland fresh-water lakes and rivers. Some remain to breed in the fresh-water sloughs, pond-holes and ditches of the Grand Pre. Late in November and all through December when the ice has driven the inland breeding ducks to the coast, flocks of thousands may be seen any day, feeding on the salt marsh — known locally as "The Flats"—at the mouth of the Cornwallis River. During January and February fully ninety per cent of these birds leave for more southerly feeding grounds.

137. *Mareca americana* (Gmel.). BALDPATE.— Rare fall migrant. One specimen taken by my brother, H. F. Tufts, on the Grand Pre, in October, 1896.

139. *Nettion carolinense* (Gmel.). GREEN-WINGED TEAL.— Fall migrant, not so common as formerly. Two records for winter. A male taken by H. F. Tufts, January 11, 1898, and two specimens seen at mouth of Gaspereau, January 3, 1916.

140. *Querquedula discors* (Linn.). BLUE-WINGED TEAL.— Rare fall migrant. One record only — a specimen in immature plumage, taken by my brother, September 27, 1898.

143. *Dafila acuta* (Linn.). PINTAIL.— Uncommon fall migrant. A few specimens, which I have seen in the flesh, have been taken by local gunners during the period covered by these notes.

(Continued next month).

## Primary and Rural School Department.

### "EMPIRE DAY" IN THE PRIMARY GRADES.

(Special to the EDUCATIONAL REVIEW).

Loyalty and love of country cannot be developed in the minds of little children by mere words. A lecture on patriotism will avail little; an appeal to the eye as well as to the ear, together with some suitable work for the busy fingers, will produce an impression much more lasting.

The making of paper flags is, perhaps, one of the best exercises that can be suggested. Though this work requires a little time on the part of the teacher for preparation of materials, yet, if carefully planned for, it can easily be carried out, and it is a profitable as well as pleasing occupation for the children. If considered too great an undertaking for the whole school, the older scholars may take this work, while the younger ones make paper chains of red, white and blue for the decoration of the schoolroom.

A few sheets of blue papers, such as is used for posters, can be had at trifling cost from any printing office, also a sheet or two of red paper, and the same quantity of white. Cut the blue paper into oblong pieces, about nine inches long and six and a half inches wide. Cut white strips, one inch wide and eleven inches long, also red strips of the same length, half an inch wide. Prepare some smooth flour paste, also swabs for applying it. The swab is easily and quickly made by wrapping a little piece of old cotton or muslin around a small stick about the size of a short pencil, tying the cloth on securely with coarse thread. Have sheets of heavy wrapping paper, or double sheets of newspaper, spread over the desks to keep them clean. Also have each child supplied with two pieces of old cotton for wiping paste off fingers and edges of paper. Small butter-plates, or doll's dishes, or even flat shells, may be used to hold the paste.

Before the work is begun, a short sketch of the history of our flag should be given by the teacher, with blackboard illustrations in colored chalk of the three separate crosses of which it is composed, St. Andrew's (Scotland) showing a diagonal white cross on blue field, St. Patrick's (Ireland) having a diagonal red cross on white field, and St. George's (England) also showing red on white, though

differently placed, *i. e.*, one bar being horizontal and the other vertical.

In a few simple words adapted to the understanding of the children, the story may be told of the three countries lying so close together, for many years warring against one another, each having its own flag and its own king, until, finally, they agreed to live together as friends, having the same king and the same flag. Then the question came as to which flag they should have; each country loved its own the best, and wanted it to be kept. At last they decided to keep all three, and, by uniting them, to make a fine "Union Jack" for all the British nation.

At this point in her story, the teacher may show how the three crosses were combined. On a blue field, as a background, place St. Andrew's cross; on it draw the narrower red cross of St. Patrick; across these draw wide horizontal and vertical white bars, and on them place the slightly narrower red cross of St. George.—Result, the Union Jack.

The children may now begin to make their paper flags. Paste first two white strips diagonally across the oblong blue paper, forming St. Andrew's cross. Paste two narrow red strips along the centre of these white ones, forming St. Patrick's cross. The next step is to paste a white strip through the middle of the flag lengthwise, and another white one across it at right angles, forming the white background for St. George's cross, which is completed by placing narrow red strips on these white ones.

After the ends of the long papers have been trimmed off with a pair of scissors, these flags should be put under some light weight until they are dry, when they may be fastened with small tacks to some slim sticks prepared for the purpose.

A valuable exercise for the children is the drawing of the complete flag on the blackboard with colored chalk. This may be done by even the smallest of the scholars. In this drawing the first cross to be outlined is that of St. George, as it appears continuous on top of the others, the diagonal lines being drawn from the corners to meet that cross.

A march round the room, or on the school grounds, to the music of some patriotic song, with the waving of small flags, serves as a very happy exercise for the early development of loyalty and patriotism.

### Describing the Pictures on Pages 302-303

#### AUTHORIZED MACHINE GUN OF U. S. ARMY.

No. 1.—An American officer demonstrating the 1918 model of the Browning machine gun, the authorized machine gun of the U. S. Army. Three hundred and fifty continuous shots, with magazine changes requiring a pause of two and one-half seconds between bursts of forty, may be fired from this gun before it becomes so hot that stoppage is advisable for cooling purposes.

#### DEATH OF AN EMPIRE BUILDER.

No. 2.—Death of the most famous of British admirals and Empire builders, Lord Nelson, whose motto was "strike quick — and home."

#### BRITISH TANKS IN ATTACK FORM TRACKS LIKE QUESTION MARK.

No. 3.—This exclusive photograph from the Cambrai battle was made by a German aviator during his observation flight over the battle line. He was brought to earth by a British plane and when his photographic negatives were developed by the British photographers they found this remarkable picture. The tanks during the heat of action formed very distinctively as can be seen by the picture a gigantic question mark.

#### THE MOST REMARKABLE AIR PHOTO YET RECEIVED FROM THE FRONT.

No. 4.—It shows a French aeroplane just preparatory for an observation flight. The picture itself was made from the companion aeroplane which made the observations with the one shown in the photo. Note details in the "lay of the land."

#### NEW PHOTO OF GENERAL BYNG.

No. 5.—Latest photo of General Byng who commanded the valient British forces at Cambrai.

#### FRENCH RUNNING TO ATTACK.

No. 6.—Photo shows French infantry just after leaving the trenches running across "No Man's Land" to attack the "Boches."

### COMPARING SEASONS.

#### FROM A BOY'S VIEWPOINT.

[Book rights reserved.]

Cosy 'round de corners,  
Home's a good place now;  
Seems though it's welcome,  
Sounds pleasanter somehow,  
Along in cold November  
When North winds 'gin to blow,  
Than it did 'way last summer  
When de fish were bitin' so.

I kinda like to snuggle  
Round de old fireside,  
An' listen to de whistle  
Of de wind and snow outside.  
An' Pa he tells us stories  
Of giants, dwarfs and such,  
Makes me feel all creepy,  
But Ma don't mind 'em much.



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## SHAW CORRESPONDENCE SCHOOL

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Then when I get to noddin'  
And I tramp away to bed,  
An' pull that pile of covers,  
Clean over heels an' head;  
I'm just as warm an' cosy,  
Ought to be happy to—  
But—Gee, I hate de mornings,  
So cold an' wintry —Boo!

That makes me wish for summer,  
While I shiver 'round an' shake,  
Tryin' to get my clothes on,  
'Fore Dad yells "Johnnycakes!"  
He always calls me that way,  
'Cause it makes me hurry more;  
But somehow, I b'lieve I'd rather,  
Be fishin' long the shore.

An' smell refreshin' odors,  
Of wild roses in the air;  
From June until October  
There's a sweetness everywhere.  
But, wait a minute, seems to me,  
There's some things I forgot;  
For skating comes in winter,  
An' sleddin' likes as not.  
An' snowballin' too—Gee Whiz!  
Why Winter's not so slow,  
Guess things are 'ranged all right,  
If we wish to make 'em so.

—W. CLEMENT MOORE.

PROGRAM AND  
SUGGESTIONS

## EMPIRE DAY

SUBJECTS AND  
INSTRUCTIONS

## AGAIN EMPIRE DAY.

BY EMMA VEAZY.

(Special to the EDUCATIONAL REVIEW.)

A Superintendent of Schools in a city across the border was addressing an audience of Canadian school children on the occasion of their Empire Day celebration.

"Do you know," he said, "I believe that over on our side of the line we have too many patriotic days, and as a result it is not so easy for our boys and girls to keep in mind just what we are celebrating." "Now you children," he continued, "have your one great patriotic celebration, and even the very little ones seem to know just what 'Empire Day' means."

His gratified audience, especially the little ones, applauded vigorously, for they did know what—Empire Day meant and while not too modestly testifying to that fact they were also showing their appreciation of the speaker's perspicacity.

Previous to the war, there was no lack of material to make the study of the British Empire interesting to make even the primary children thrill with pride in the vastness of its territory and the glory of its traditions; but the events following the declaration of war in 1914 afforded such a practical illustration of the true relation which should exist between the various parts of the Empire and the Motherland, that it is indeed the exception to find children of school age who fail to appreciate the true significance of the term "Empire." They know why their fathers and brothers have donned the khaki, and why one part of the Empire must not live in ease and luxury while another part is fighting for the very existence of that Empire!

But to some the vision is clearer than to others, and it does not do to take too much for granted even along these lines. For this reason, the teacher should welcome each successive Empire Day as another opportunity to broaden and deepen the impressions which tend to the building up of the patriotic citizenship of the future.

The difference between our former Empire Day teaching and that of today, will lie in the splendid concrete examples which will crowd to the minds of both teachers and pupils with every phase of the Empire Day subject.

Of course the ages of the pupils will largely determine the nature of the subject matter, but

we cannot if we would, get away from the correlation of subjects.

Suppose, for example, we are explaining the construction of the Union Jack—the flag of the three crosses—what more natural than to use the drawing or painting of those crosses in the manual work, and the poems describing those crosses in the recitations for the day.

Perhaps we are discussing the capture of Jerusalem and the occupation of the Holy Land and we must needs recall the ancient Crusades and the previous unsuccessful attempts to take the Holy City from the Turks. Then before we know it we are talking of geography and history as we follow the march of our armies through historic places, no longer mere names to the children.

We do not forget Britain's old time heroes, Nelson and Drake and Wellington, but how the list swells and grows with the names of our modern heroes, names that will be suggested by the children themselves, who can also explain their right to a place on such a list.

Do we invade the field of literature and recall some of the patriotic poems which have become almost a part of our national life—such poems as Kipling's *Recessional*—then we recall also the more recent additions to that literature, for instance, the poems of the soldier poet, Rupert Brooke, who, answering the call of country has laid down his life with all its unfulfilled possibilities, yet has left us the richer by his sonnets "Peace," "The Dead," "The Soldier," etc.

Just what do such lines as

*"Honor has come back as a king to earth  
And paid his subjects with a royal wage;  
And nobleness walks in our ways again,  
And we have come into our heritage."*

taken from "The Dead" mean to the boy or girl who is seeing history in the making today? If we can determine that, we will understand better the material upon which as teachers we are called to work.

As a people, we have never despised the ethical side of education, and now that we have seen the theory of "Might is Right" in active operation on the part of the Germans, more and more we are convinced that to neglect the ethical means with a people as with an individual to kill the soul.

(Continued on page 296)

# Examine Free in Your Own School

## How to Study the Most Successful British Teaching Methods

What would you give to visit the most successful schools in Great Britain — to study their methods; to talk with the teachers who have achieved great success and gain from them whatever they can give, that will make your own teaching more efficient and successful? Every keen teacher would like to do this.

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Canadian teachers will be interested to know that the unique books described on page 295 are published by the Proprietors of the leading British Educational Journal, *THE TEACHER'S WORLD*, to which the British Prime Minister (Mr. D. Lloyd George) the British Minister of Education (Dr. Fisher), the Lord Mayor of London, His Eminence Cardinal Bourne, etc., etc., have contributed.

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### AGAIN EMPIRE DAY

(Continued from page 294)

Another subject which can never come amiss on Empire Day or any day in fact, is the lesson of respect to our sovereign and flag. The manner in which our soldiers spring to attention whenever the National Anthem is sung is in itself a rebuke to the thoughtless ones who have been known on more than one occasion to take that opportunity to put on their wraps or look for their belongings. Although the children are not the worst offenders in this regard, the teacher may well call attention to the matter and point out the disrespect, unintentional no doubt, but nevertheless not to be condoned on that account.

Then there is the etiquette of flags, a subject upon which we all, children and grown people alike, require more or less constant enlightenment and reminder.

There is indeed material to make our "one great patriotic celebration" a factor to be reckoned with, in the building and moulding of character by setting in operation those forces which shall tend to that "righteousness which exalteth a nation."

#### ORIGIN OF EMPIRE DAY

Empire Day, a day specially set apart in Canada and throughout the British Empire—"In the overseas Dominions, in India, Australia, South Africa and the islands of the sea"—to foster patriotism among school children.

In all schools of the Empire the morning hours are spent in a study of the geography and history of the British Empire and of its greatness. The afternoon is devoted to public addresses, recitations, essays and music of a patriotic nature. Sometimes the celebration is held in the open air with the public participating, and drills, exercises and saluting the flag add to the interest of the occasion.

Empire Day was originated in 1897 by Mrs. Clementina Fessenden of Hamilton, Ont. The Empire Movement has since become nation-wide. It has been greatly promoted by Lord Meath, an ardent imperialist.

The motto of the day is "One King, One Flag, One Fleet, One Empire." Its watchwords are "Responsibility, Duty, Sympathy, Self-Sacrifice." Its object is to inspire the children to cherish patriotism, to learn citizenship, to follow duty, to acquire knowledge, to practice discipline, to subdue self, to consider the poor and suffering. Its rallying cry is "For God, for Duty, for Empire."

#### JACQUES CARTIER.

Jacques Cartier (1494-1557), a bold and daring navigator whose explorations in America under the flag of France gave that country the basis for its claim to the great domain of Canada. In the year 1534, Cartier was commissioned by Francis I. to head an expedition to North America for the purpose of adding new lands to the French dominions, and to discover a passage to China. In early summer the little fleet of two small vessels reached the coast of Newfoundland and passed through the Strait of Belle Isle into the Gulf of Saint Lawrence. After sailing along the shores of New Brunswick, Cartier made a landing at Cape Gaspé, on the eastern coast of the present province of Quebec,

and took formal possession of the country in the name of Francis I. The following May he made a second trip to the New World; on this voyage he discovered the Saint Lawrence River, giving it the name of the saint on whose feast day he first sighted its waters. He journeyed up the river to a small Indian village over which towered a great hill called by him Mount Royal, the present site of the city of Montreal. On a third visit in 1541, he built a fortified post near the site of Quebec, but the fort was soon abandoned.

#### EMPIRE DAY.

##### A SUGGESTIVE PROGRAMME.

One voice, one people, one in heart and soul, and feeling, and desire.

— Sangster.

Flag Salute.

Recitation.

Costume Scene (for Children and Chorus)

1. Britannia (in centre).
2. Canada (front left corner).
3. India (front right corner).
4. Africa (rear left corner).
5. Australia and New Zealand (rear right corner).

Chorus:— *Rule Britannia* and other Empire Day songs.

The Flag.

Essay — *Our Sea Power*.

Dialogue — Empire Day verses.

Flag Drill.

Canada.

Essay — *Jacques Cartier*.

Song — *The Maple Leaf Forever*.

Fancy Marching.

Readings — Selections from Canadian History. These are well told in the REVIEW's series of Canadian History Readings. Price \$1.00 post free.

Song — *Red, White and Blue*.

Essay — *Wolfe and Montcalm*.

Grand March Past.

(Music, "British Grenadiers").

NATIONAL ANTHEM.

The date is May

**EMPIRE DAY SUBJECTS.**

For the purpose of impressing upon the minds of the children, the importance of all that Empire Day stands for, it might be a good plan to adopt the various lessons accordingly. The following scheme will be found to give very satisfactory results.

*Nature Study.*— The daisy.

*Arithmetic.*— Distances, populations, amount of exports and imports graphed out to scale, examples based on commercial transactions between the mother country and her colonies.

*Drawing.*— Pastel, water color work (subject, flags).

*Composition.*— The Revenge, the Armada, the Capture of Quebec, the Black Hole of Calcutta, the Indian Mutiny and incidents taken from the present World War, such as the bottling up of the German Fleet in 1914, the Response to Britain's Call, by the Colonies, etc.

*Geography.*— The dominions and colonies, their extent, peoples, climates, productions, governments. Ocean highways, and how they are protected.

*History.*— Great British explorers, the Napoleonic War. The lives of eminent historical personages, such as Clive, Wolfe, Nelson, Wellington, Kitchener, Gordon, Livingstone, Lord Roberts, Florence Nightingale, etc.

*For Kindergarten and Primary Grades.*— Brush work, coloring flags; paper cutting, flags and ships; clay modelling, soldiers; paper folding, a crown; paper tearing, a flag; object drawing, a rose, a maple leaf, a leek, a shamrock leaf, a thistle.

Speak of exports illustrated by samples of rice, sugar, tea, coffee, cotton, etc.

*Games.*— Free representation of trains, ships— lading and unloading, say what they are carrying, whence and whither; workers making goods to export; farmers of Canada and Australia; miners; fishermen; hunters, etc.

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### A FANCY MARCH AND TABLEAU.

Girl dressed as Britannia is posed at back of stage holding a Union Jack in place of the usual trident.

A scout boy advances and gives the bugle call. Boys dressed as scouts, sailors and soldiers run in, give salute, and quickly take places on side of her. Another bugle call given.

Children dressed typically to represent various countries of the Empire run or march or dance in to the national airs (single file). Each bows in passing Britannia.

A few simple and effective marching figures are carried out, using a light marching step, or any suitable dance step, to music of national airs.

1. The scouts, sailors and soldiers draw up in a line facing front, and stand at salute, while representatives first circle round stage to show off the characters, then weave in and out through the lines of boys, then go round the stage. The boys then retire to the back of the stage, holding aloft a flag.

2. SERPENTINE MARCH.—Back and forward in single file across stage.

3. MAZE.—March in gradually decreasing circle, until centre is reached, then leader turns and by passing between marching lines reaches point of entrance on stage and exits.

4. CORNER MARCH.—After the fashion of diagonal marching.

5. Children dance or march lightly to places on either side of Britannia. A little girl advances to the front with a small Union Jack, and on one knee offers the flag to Britannia, while at the back the flags of the colonies are also hoisted by little girls (each dresses in white, with a paper sash of the colors of the flag she holds). Britannia rises and holds her flag majestically, while "Rule Britannia!" is played, and tableau is formed.

### THE DAISY CHAIN.

MUSIC.—Any suitable barn dance.

DRESS.—White, trimmed with daisies and daisy chains.

NUMBER.—Any number of couples.

ARRANGEMENT OF CHILDREN.—Children join

hands and form a ring. Then drop hands when distances are correct, and face partners.

STEPS.—One, two, three walking steps, one hop (commencing with right foot); then one, two, three steps, hop one (commencing with left foot).

DANCE.—1. Children move round the circle in the direction they are facing. Moving first towards their right hand, the girls weave in and out round the circle (like maypole plaiting without the ribbons) for eight bars (using steps one, two, three, hop).

2. The girls, who face each other at the end of the eight bars, now link right arms and go round each other, one, two, three, hop (commencing with outside feet) for four bars. Reverse arms and direction, and go round, one, two, three, hop, in that direction four bars.

3. All couples turn to follow round circle in same direction, each couple joining inside hands—

then (starting with right foot) place right heel in front (one bar's duration). Place right toe behind (one bar). Commencing with right foot, do one, two, three, hop (one bar), left foot commence one, two, three, hop (one bar, four bars in all). Place right heel in front (one bar), right toe behind (one bar), commencing with left foot, one, two, three, hop (one bar). With right foot, one, two, three, hop (one bar, four bars in all).

4. Partners face each other and join hands. Right heel placed in front (one bar), right toe behind (one bar, and, with hand still joined they bow to each other.) Left heel placed in front (one bar), left toe behind (one bar), and they bow to each other (one bar, eight bars in all). (Parts 2, 3 and 4 repeated till end of tune).

### FLAG DRILL.

This exercise calls for one tall girl, known as the Flower Bearer, and twelve little ones. Flower Bearer, dressed in white and bearing an armful of flowers, enters at centre-back of stage and passes down the centre, as the twelve flag bearers, dressed in white, and each carrying an 18-inch flag in the right hand, enter at the back from the right and left wings, six from either side.

Carry flags! (flags at side, held perpendicularly).

I have no doubt if our school readers had been more generous in their treatment of the wonderful story of the sea, as it affects the liberty, unity and prosperity of the British Empire, and had told that story in simple and plain language to the pupils in our schools, we should never have had the unhappy differences in public opinion which operated so much against enlightened naval policy previous to the war.—Foreword by Admiral the Lord Beresford in *Our Sea Power*, published by MacMillan Co., of Canada.

March down sides to front of stage.

Halt! Face Flower Bearer.

Salute! (place left hand at staff, two counts, and bring flag perpendicularly before the face, two counts; hold at "salute," four counts, return to side, two counts, and left hand at side, two counts).

Shoulder flag! (count four).

Salute opposite lines.

Shoulder flags! (count four).

Flower Bearer advances to centre-front of the stage as the flag bearers sweep in circular lines to position in a line across the front of stage.

Flower Bearer drops to one knee, while flag bearers salute audience.

Flower Bearer rises; flag bearers shoulder flags, count four.

Flower Bearer crosses in front to right of stage. Each alternate child in line steps back two paces.

Front line face right. Rear line face left. Raise flags to position with flag staff resting on right shoulder. Led by Flower Bearer march twice across the stage. Halt at former places.

Reverse lines and march in opposite direction twice across the stage.

Carry flags!

Flower Bearer steps to centre-front of stage while rear line steps forward, forming a line entirely across the front of stage. Flower Bearer marches backward to centre-back of stage. Flag bearers separate at centre-front of stage, march right and left across the front, up sides and in a full line across back, Flower Bearer, one pace in front of line. Led by Flower Bearer, march twelve abreast toward the front and halt when the middle of stage is reached.

Flower Bearer marches to centre-front. Flag bearers separate at centre of line and swing in circular lines toward right and left corners, forming a V, with Flower Bearer as the point. Flags raised with point of staff resting on shoulder.

About Face! (swing about, using the right heel as a pivot).

Salute opposite lines. Carry flags!

About face! March to front of stage. Each alternate child steps backward two paces. All face left. Flower Bearer marches across the left front of stage to lead line in next figure.

March by twos across front up left side, across back to centre, and down centre to front, flags held high and crossed to form an arch. Flower Bearer halting at centre-back of stage, the flag-formed arch passes over her head.

The two last in line, with Flower Bearer as leader, take down flags, shoulder them, pass down through arch to front, separate, march to right and left, across front, up sides and across rear until points one and two are reached. Flower Bearer halts at centre-front. Other flag bearers swiftly follow first couple, who slip flags between nails previously driven or rings secured in proper positions.

(Or wire netting with large mesh may be used).

After placing flags, march to opposite sides of stage, moving toward front to make place for others in turn.

Second couple follow, placing flags at three and four. Third couple at five and six; fourth at seven and eight; fifth at nine and ten; remaining couple, flags still crossed, and the Flower Bearer, step backward to eleven and twelve where flag bearers place their flags. All three now march forward to meet them. Each alternate child and Flower Bearer step two paces forward to break the stiffness of the lines and all sing a patriotic song.

Marching forward, separate at centre and march across front and up sides of stage, and exeunt at back to right and left. Flower Bearer steps backward until she is beneath the flag-decorated pictures of the King and Queen, when she places her flowers in the wire-net rack supplied for them, or in a large vase on the floor and exit to right.

#### OUR REGRET.

We very much regret that in spite of the fact that this issue contains thirty-six pages, we have been obliged to hold over several of our regular articles but these will appear without fail in forthcoming issues.

It is well to realize how small a part of the life of man on this planet is covered by what is usually termed history. There lies behind the period of human life in Europe for which we have contemporary documentary evidence. Another period of human existence of unknown length, but certainly vastly longer than the period of which we have record. And beyond the present there lies the immeasurable future. "The dark imminence of this unknown future," wrote Professor Bury in his inaugural address at Cambridge, "in front of us, like a vague wall of mist every instant receding with all its indiscernible contents of world-wide changes, soundless revolutions, silent reformations, undreamed ideas, new religions, must not be neglected if we would grasp the unity of history in its highest sense. — *A History of Europe*, published by Longmans, Green & Co.

### IMPORTANT FACTS REGARDING FLAGS.

BY J. VROOM, M. A.

(Special to the EDUCATIONAL REVIEW.)

There are some things to be learned about flags, and they should be learned in school.

*First.*—A flag is not an ornament; and, although it may have a decorative use, it should not be used merely for decoration. This applies to foreign flags, as well as to our own national flag. Meaningless flags may be used merely because they are pretty, but it is not so with any flag to which a meaning is attached. Whatever it symbolizes, its symbolism should be kept in mind.

*Second.*—A flag is not a garment. The national flag should never be used, not even in pictures, to drape the human figure or to form any part of the clothing. And it should not be used as a vestment or covering for anything else. The exceptions to this rule are in its use as a pall for the coffin at a military funeral and as a hanging for a desk or table in certain military ceremonies.

*Third.*—The flag should never be used as a mat or cushion, nor so placed that a person can step on it or lean against it.

*Fourth.*—The flag is to be held aloft, and must never be where you can look down upon it. For this reason, when carrying a flag unfurled, it must be carried above the head of the bearer; and when a flag is lowered from a mast or flagpole it must not be allowed to touch the deck of the ship or to touch the ground.

*Fifth.*—The flag is for use in the day time. It should never under ordinary circumstances be allowed to fly after dark.

A flag should never be festooned over an arch or doorway. It should always hang straight. Strings of meaningless flags or strips of bunting may be used for festooning where colour is needed.

The flag has a right side and a wrong side. If you hold a small flag in front of you, with the staff held in your left hand and the free end or fly in your right hand, you are looking at the right side of the flag. If the flag bears an inscription reading from left to right, it will then be readable. When the flag is displayed hanging against a wall, it should always hang right side out, except when two flags are so displayed together. In that case they must be placed head to head, which will bring one of them wrong side out.

The flag of one nation should never be displayed above that of another with which it is at peace, for this is an insult. When flags of two or more nations are to be displayed, they should be on

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separate staffs; and courtesy requires that they should be of the same size and on the same level.

A flag should be raised quickly, and taken in slowly. When it is to be placed at half mast, it should be first raised to the top of the mast and then lowered just its own width from the top; and at sunset it should be again raised to the top and then taken in.

In some districts the flag is raised in the morning just before the school opens, and lowered in the afternoon just after dismissal. Where this is the rule, all pupils who are on the grounds should stand still and face toward the flag while it is being raised or lowered. Where a large flag is used on ceremonial occasions and a smaller one at other times, it is quite allowable to have the small flag raised by the janitor before school hours, and lowered by him at sunset.

Our own national flag, the Union Jack, is usually made with a small piece of wood called a toggle at the staff-head corner. This will tell you which is the top of the flag, so that you may easily avoid getting it upside down. A flag upside down is either a sign of ignorance or a sign of distress. If you do not wish to display either of these signals, be careful to get your flag right side up.

## BIRDS AND BOOKS AND THE JOYS OF THE OUTSIDE WORLD



I SORT of felt that I had no right out in the broad, rolling countryside, as if I were an interloper—as if all the birds and flowers and trees belonged to those more blessed folk who could call a flower by its right name and know a bird by its song. For I did not know a robin redbreast from an English sparrow, and I felt somewhere deep down in me that I was missing a great joy that should be mine.

I suppose you, too, have felt that way. I know how we can overcome that now. I know how the green fields and countryside may be ours. I know by experience. It is through the POCKET NATURE LIBRARY — the Tree Guide, the Bird Guide, the Flower Guide and the Butterfly Guide. With them I am making these new friends who are turning meaningless country into a veritable wonderland.

I have seen children and I have seen grown-ups sit for hours just looking at the pictures, as I have done myself, and as you will do when you have these books.

There's a little corner in my living-room now that, Winter and Summer, keeps me company. My Nature Domain, I call it — just a few shelves of well-worn books, but they have become a sort of balance-wheel in my life. They fill the other side of me — the side that comes home tired of an evening, hungry for woodsy smells and the whiff of a campfire; craving the companionship of wind and sky, the fellowship of birds and flowers and living things. The children, too, go to that corner quite as much as I do. It has become a part of their lives.

I've made a list of these books that you may own them, too, and find in them the delight I have found:

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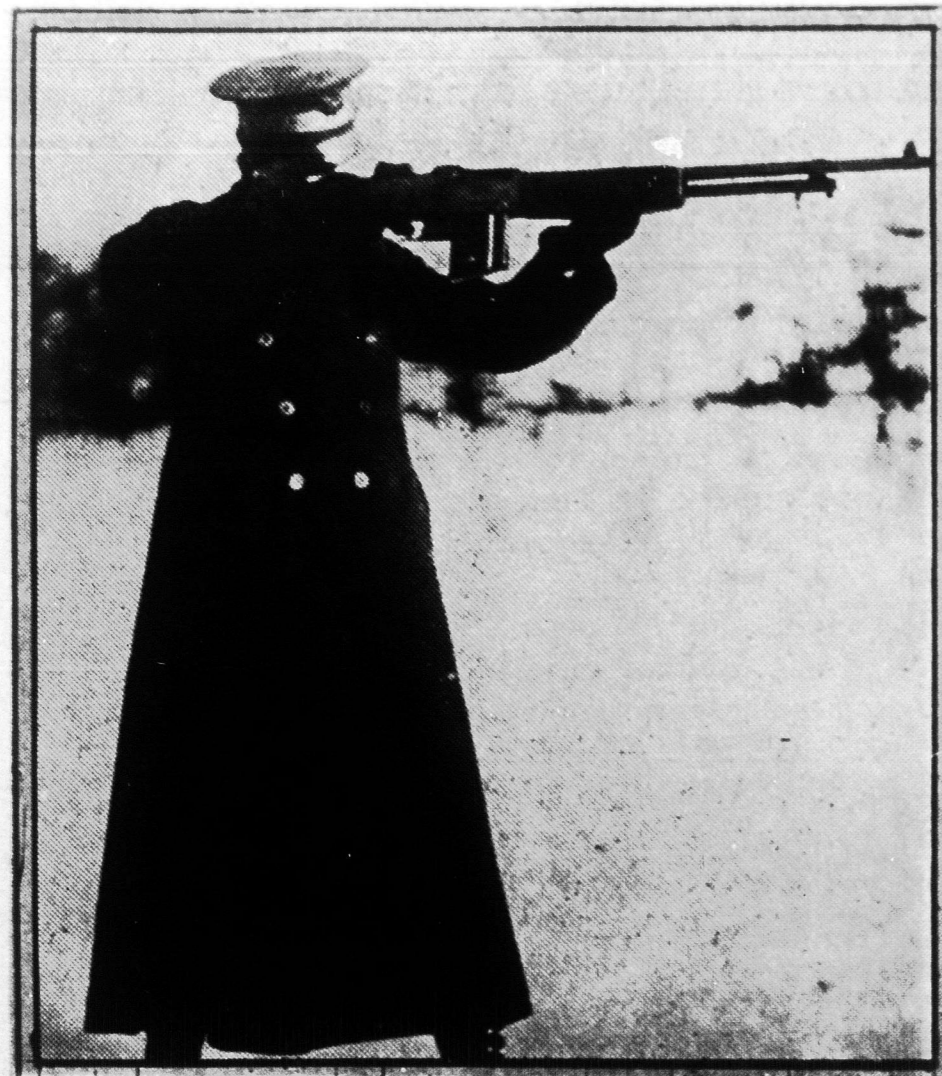
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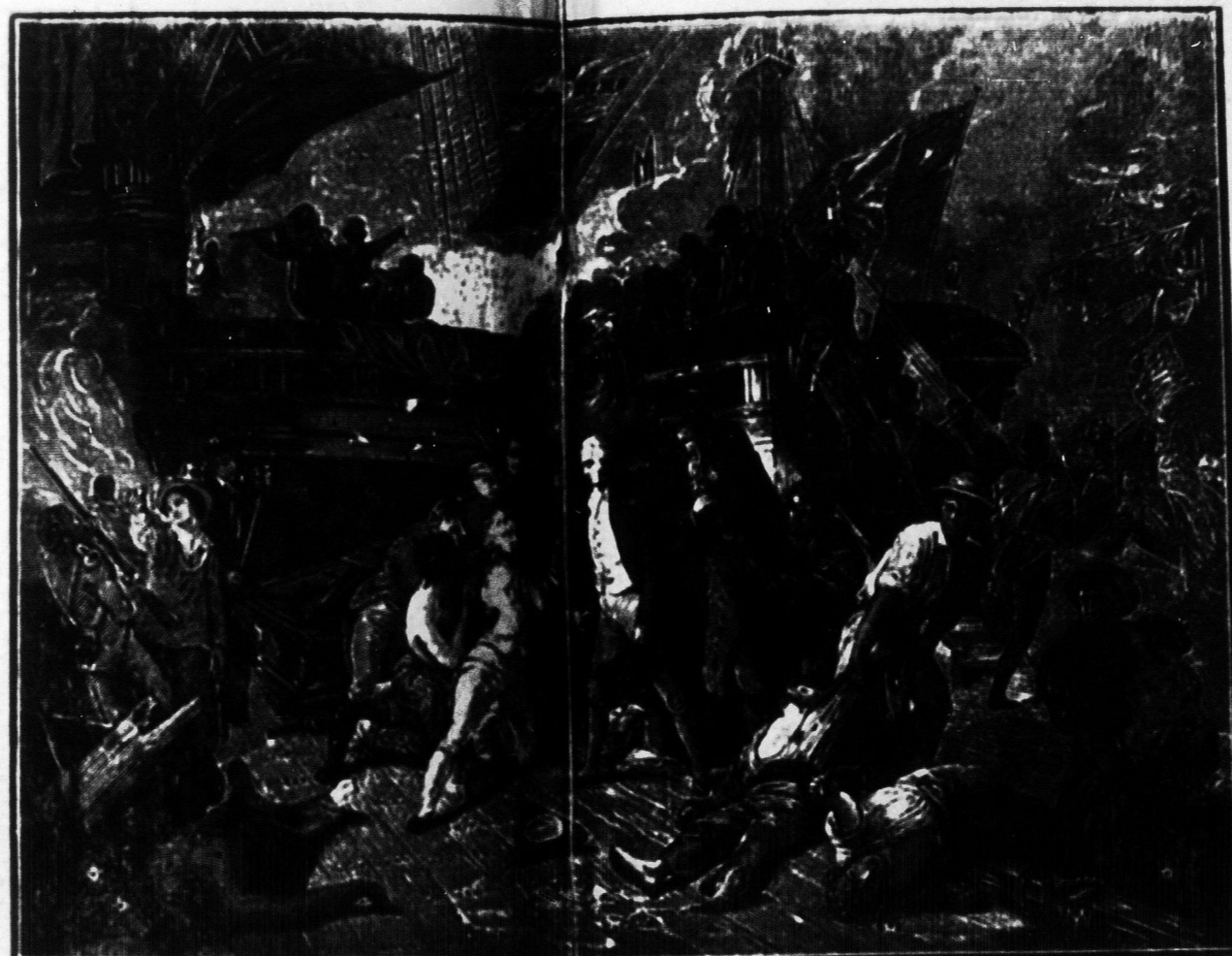
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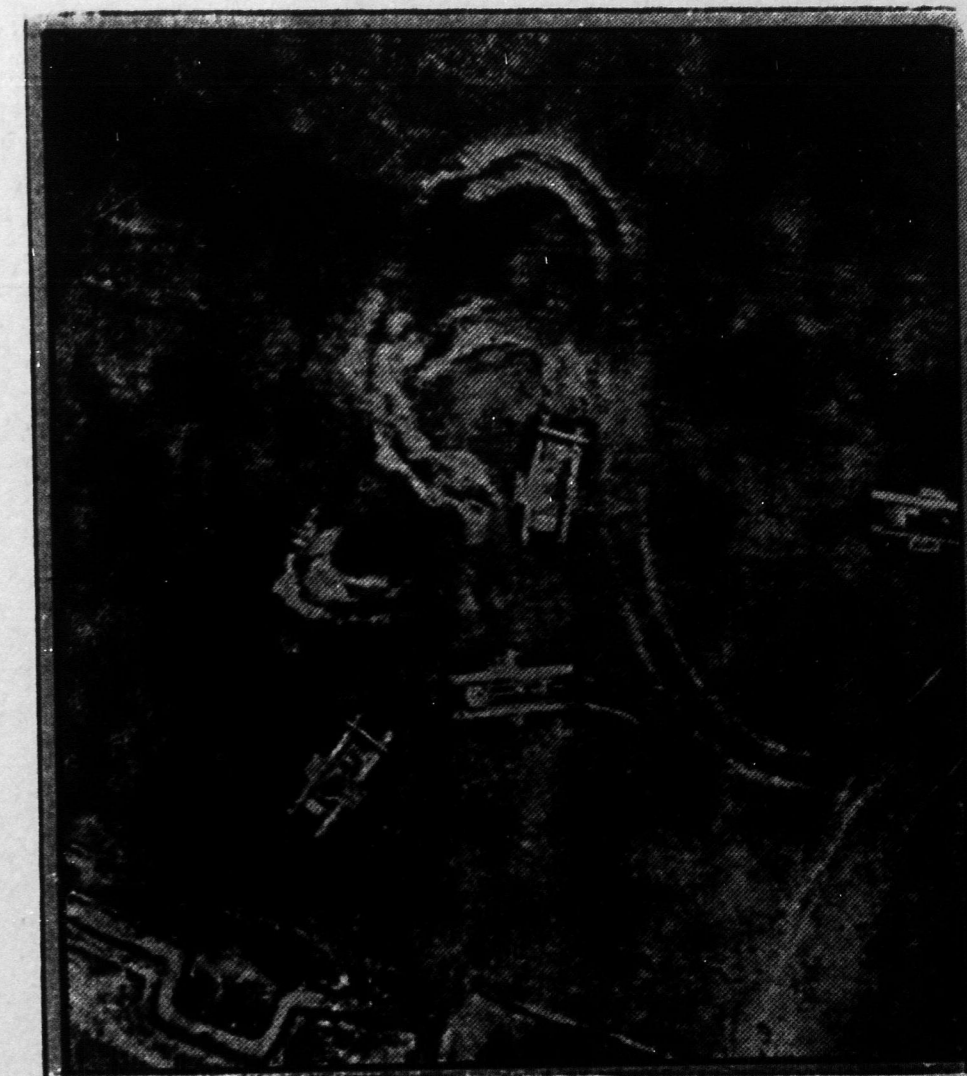
Especially adapted for use in the Club Room. For descriptive matter see page 293.



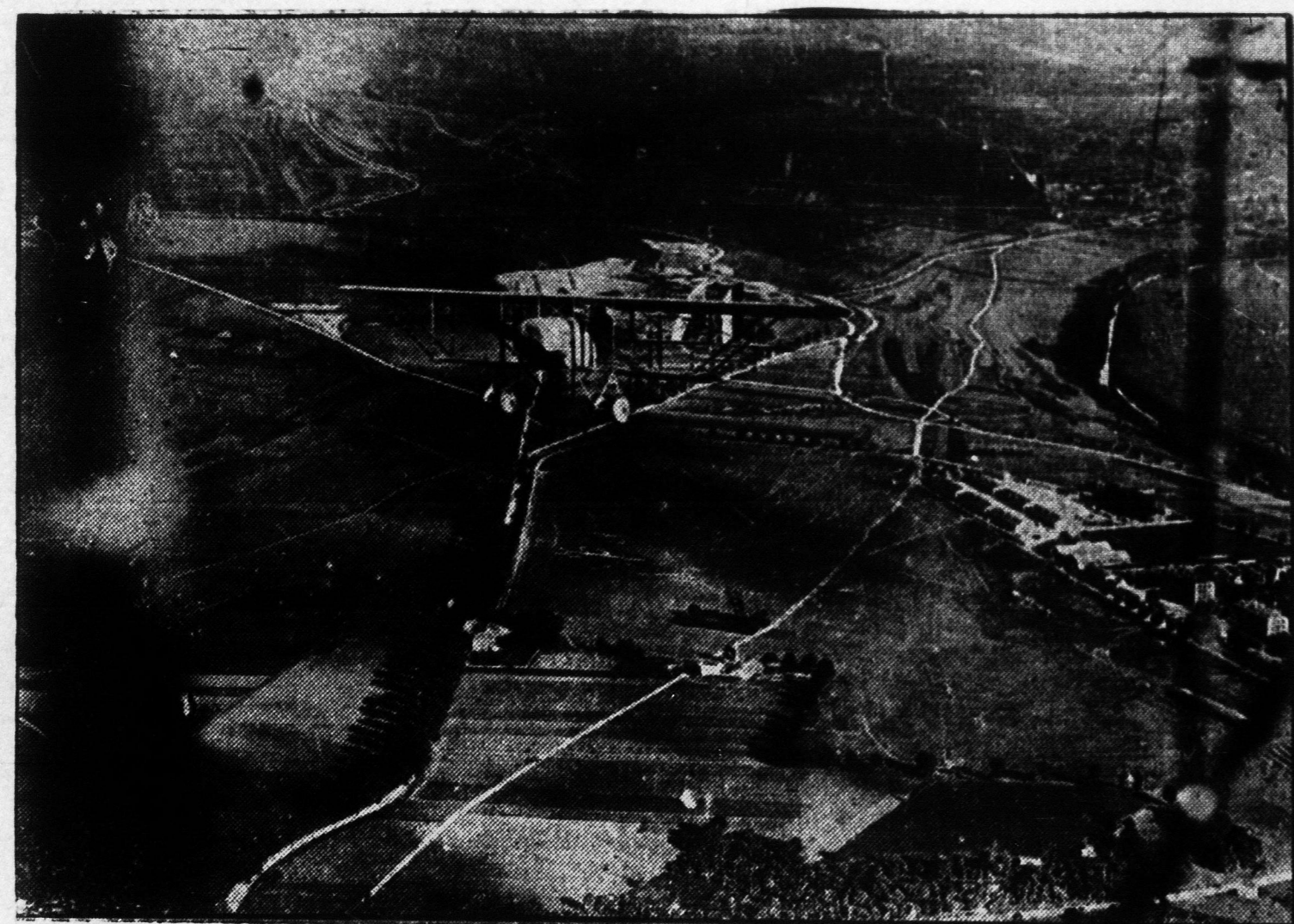
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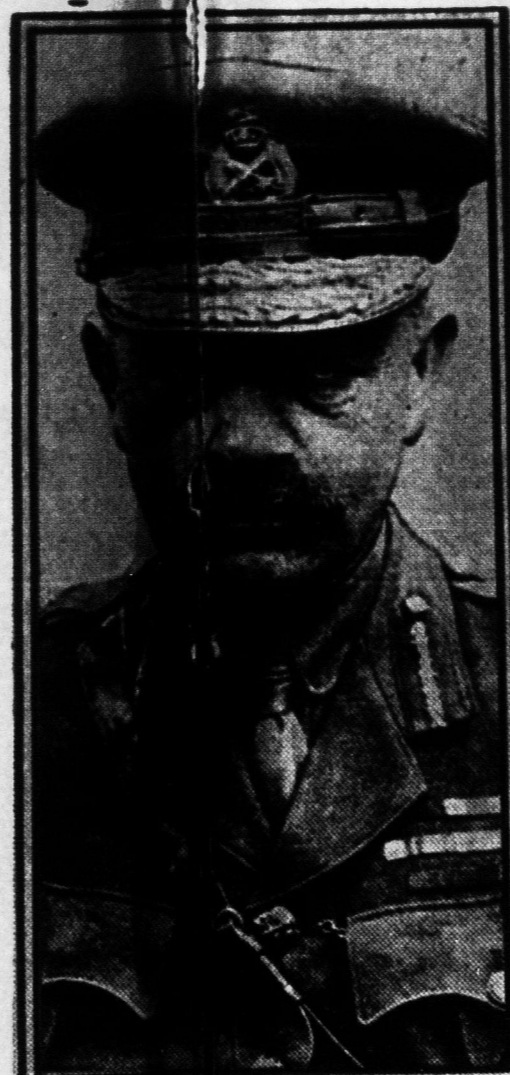
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### THE BRITISH EMPIRE

#### A BRIEF SKETCH OF IMPERIAL AFFAIRS DURING THE LAST THREE HUNDRED YEARS.

The "spacious times of Great Elizabeth" were a splendid preparation for the planting of colonies and the foundation of an Empire. Maritime enterprise in exploration and naval warfare fired the imagination of English sailors, and roused their desire for conquest. From that time the British colonial expansion has gone steadily on, and, with the exception of the American States, the efforts have everywhere been crowned with success. The following is a brief sketch of imperial affairs during the last three hundred years:

- 1600 Incorporation of the East India Company.
- 1607 First permanent settlement of Englishmen in America.
- 1609 Bermudas occupied by a party of wrecked emigrants.
- 1620 Pilgrim Fathers landed in America.
- New England States founded 1620-1629.
- 1626 Barbadoes occupied.
- 1629 Bahamas occupied.
- 1632 Maryland founded.
- Antigua, Leeward Is., and Montserrat settled.
- 1635 Virgin Island settled.
- 1651 St. Helena taken from the Dutch.
- 1655 Jamaica taken from Spain.
- 1661 Bombay ceded by Portugal (dowry of wife of Charles II).
- Gold Coast settled.
- 1663 Carolina founded.
- 1667 New York State and New Jersey founded.
- 1670 Hudson Bay Co. incorporated to trade in skins.

- 1704 Gibraltar taken from Spain.
- 1707 Union of England and Scotland.
- 1713 Treaty of Utrecht: England gained Newfoundland and Nova Scotia.
- 1733 Georgia founded.
- 1757 Victory at Plassey established British influence in Bengal.
- 1759 Quebec taken by Wolfe.
- 1760 Victory at Wandewash established British influence in the Carnatic.
- Montreal taken: capture of Canada complete.
- 1763 Peace of Paris: England gained Canada, St. Vincent, Tobago, Grenada, Dominique, Windward Island.
- 1770 Captain Cook explored the East Coast of Australia.
- 1776 American War of Independence began.
- 1783 Peace of Versailles: American Colonies independent.
- 1787 Sierra Leone settled.
- 1787 New South Wales settled.
- 1795 Ceylon taken from the Dutch.
- 1797 Trinidad taken from Spain.
- 1798 British Honduras taken from Spain.
- 1800 Malta taken from France.
- Union of Great Britain and Ireland.
- 1803 British Guiana taken from the Dutch.
- St. Lucia taken from the French.
- Tasmania settled as a penal station.
- 1806 Cape Colony taken from the Dutch.
- 1810 Mauritius taken from the French.
- 1815 Ascension occupied.
- Nepal conquered.
- 1818 Gambia settled.
- 1819 Singapore seized.

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| 1826 First Burmese War (Assam captured).                      | — Malay States federated.  |
| 1829 West Australia settled.                                  | 1878 African Lakes Co. formed.   |
| 1836 South Australia settled.                                 | — British Protectorate established over Cyprus.  |
| 1837 Victoria settled.  | 1879 Zulu War: Zululand annexed.   |
| 1838 Emancipation of slaves in the British Empire.            | — Afghan War.  |
| 1839 Aden captured from the Turks.                            | 1880 First Boer War.   |
| 1840 New Zealand settled.                                     | 1881 Transvaal independent.  |
| — Self-government first granted to Canada.                    | — British North Borneo Co. incorporated.   |
| 1841 Hong Kong taken from the Chinese.                        | 1882 Arabi's revolt in Egypt.  |
| 1843 Natal taken from the Boers.                              | 1884 Niger territories annexed.  |
| — Labuan ceded to Britain by the native ruler.                | — British Protectorate established over Basutoland.  |
| — Scinde taken by Napier.                                     | — British Protectorate established over Bechuanaland.  |
| 1845 Sikh War (Punjab).                                       | — Rand goldfields discovered.  |
| 1849 Punjab annexed.  | — Gordon sent to Khartoum.   |
| 1850 Britain purchased Danish interests in the Gold Coast.    | 1885 Fall of Khartoum: death of Gordon.  |
| 1851 Gold discovered in Australia.                            | — Upper Burma annexed.   |
| 1852 Second Burmese War: Lower Burma annexed.                 | — Canadian Pacific Railway completed.  |
| 1856 Oude annexed.  | 1886 Socotra ceded to Britain by native ruler.   |
| 1857 Perim annexed.   | — West Australian goldfields discovered.   |
| — Indian Mutiny.  | — Royal Niger Co. incorporated.  |
| 1858 India formally placed under the Crown.                   | 1887 First Colonial Conference held.   |
| — British Columbia settled.                                   | 1888 Matabeleland brought under British influence.   |
| 1859 Queensland settled.                                      | — British East Africa Co. incorporated.  |
| 1861 Lagos bought from the native ruler.                      | 1889 British South African Co. incorporated.   |
| 1870 Diamonds discovered at Kimberley.                        | 1890 West Australia granted self-government.   |
| — Griqualand annexed.   | — Treaty made defining British and German spheres of influence in East and Southwest Africa. |
| 1872 Cape Colony obtained responsible government.             | — British Protectorate established over Zanzibar and Pemba.                                  |
| 1873 Ashanti War.   | — Treaty made defining British and Italian spheres of influence on coast of Somaliland.      |
| 1874 Fiji Islands ceded to Britain by native ruler.           |  |
| 1876 Dual control of Britain and France established in Egypt. |  |
| 1877 Transvaal annexed.                                       |  |

(Concluded on page 314)

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TIME

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There are at least three reasons, as the editor points out, why President Wilson's War Addresses ought to be read now.  
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## BRITANNIA.

## A LITTLE PLAY FOR CHILDREN.

Britannia stands upon a small platform, around which are gathered her ministers, who explain the groups as they march up and do homage. Two groups approach at a time, advancing simultaneously to music from each side. They kneel and turn about, taking their places at the side opposite the Britannia platform. The large number of characters enables the dialogue to be easily learnt, and spreads the interest. Britannia, ministers and standard-bearers march in to the music.

FIRST MINISTER: 'Tis the day of Empire, and we meet to do thee homage.

BRITANNIA: And who are my subjects, noble lord?

SECOND MINISTER: All those, madam, who have given their lives by noble deeds to found thy mighty Empire, these two thousand years.

(All sing: "Flag of Britain.")

BRITANNIA: Let me hear their names and deeds.

THIRD MINISTER (Ancient Britons advance to music. Kneel): These, madam, are the Ancient Britons, who at Deal rushed into the water and beat back the invading Romans.

ALL: Hurrah for the Ancient Britons!

(Ancient Britons stand, about turn, and march to side opposite platform, to music.)

FOURTH MINISTER (King Alfred and Saxons advance to music. Kneel): This, madam, is the King Alfred, the founder of the British Navy, who to beat off the ravaging Danes built ships to meet them on the seas.

ALL: Hurrah for King Alfred!

(King Alfred and Saxons stand, about turn, and march to music to opposite side.)

FIFTH MINISTER (Sir Francis Drake and sailors advance to music. Kneel): This, gracious Queen, is the sea-dog, Sir Francis Drake, who of English seaman first sailed the Pacific Ocean, encompassed the world and helped to destroy the great Armada.

ALL: Hurrah for Sir Francis Drake!

(All sing: "Britannia the Pride of the Ocean." Sir Francis Drake and sailors stand, about turn, march to opposite side.)

SIXTH MINISTER (explorers advance to music. Kneel): These are the great explorers of the Northwest passage — Baffin, Davy, Hudson and Frobisher.

ALL: Hurrah for the Northwest explorers!

(Explorers stand, about turn, etc.)

SEVENTH MINISTER (John and Sebastian Cabot and sailors advance to music. Kneel): These are John and Sebastian Cabot, who sailing from Bristol, first discovered Newfoundland.

ALL: Hurrah for John and Sebastian Cabot!

(Stand, about turn, etc.)

EIGHTH MINISTER (Queen Elizabeth and attendants advance to music. Kneel): This is Queen Elizabeth, the mother of our sea-greatness, whose spirit lives today, urging our sailors to keep their mighty heritage.

ALL: Hurrah for Queen Elizabeth!

(Stand, about turn, etc.)

NINTH MINISTER (advance Nelson and sailors): This is the greatest of all heroes, Nelson, the hero of Trafalgar, whose watchword, "England expects every man to do his duty," still inspires thy mighty Empire.

ALL: Hurrah for Lord Nelson!

(Stand, about turn, etc.)

TENTH MINISTER (advance boys dressed as soldiers): These, madam, are thy warriors who guard thy menaced throne, and lead thy men to victory.

ALL: Hurrah for our brave soldiers!

(Stand, about turn, etc. All sing: "British Grenadiers.")

ELEVENTH MINISTER (advance boys dressed as sailors): These, gracious Sea-Queen, are thy mighty sailors, who defend thy shores and keep off all who, through jealousy and world-lust, would ravage thy fair island home.

ALL: Hurrah for our gallant sailors!

(Stand, about turn, etc.)

TWELFTH MINISTER (advance "Wooden Walls;" children carry boats with sails): These, madam, are the old "Wooden Walls," ships of oak, in which our old-time sailors sailed, and founded thy sea-greatness.

ALL: Hurrah for the Wooden Walls!

(Stand, about turn, etc. All sing: "Come, cheer up my lads.")

THIRTEENTH MINISTER (aeroplanes advance; children carry card-board aeroplanes): These, madam, are thy aeroplanes, whose wings mount the clouds, making thee supreme in air, as on sea.

ALL: Hurrah for the aeroplanes!

(Stand, about turn, etc.)

BRITANNIA (sweeping hand towards children): And who are these?

FOURTEENTH MINISTER: These are thy children, gracious Queen, the future citizens to guard thy throne and right.

BRITANNIA (sweeping hand towards teacher): And these?

FIFTEENTH MINISTER: Their teachers, whose patience, love, and toil stand unchallenged for devoted training.

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**BRITANNIA** (*sweeping hand towards parents*): And these?  
**SIXTEENTH MINISTER**: Their parents, who rear their children in right religion, honour, truth and patriotism.

**BRITANNIA** (*rising and addressing all*): I thank you all, troops and ministers. Our past and present, and our future are secure. Our past is granite; our present steel; and our future — what ye make it. With duty, love, and honour as our guide, my Empire still shall hold; and, like summer roses, perfume the world with freedom's gladsome fragrance. Be brave, be bold, do right! And as long as ye do this, I Britannia, will proudly be your Queen.

(*Sits. All sing: "Rule, Britannia" Britannia stands. All sing: "God Save the King." Britannia and ministers march out. Then the groups, after opening out, go out to music, in a figure march.*)

**GENERAL DESCRIPTION**: Thirty-two children are chosen, four for each country. Two children carry the flag of the country they represent, and two the products.

The children not chosen for a special part are arranged in two blocks — one on either side of the throne, leaving a wide passage down the middle of the room.

As each contingent appears and marches up to the throne the children at the side sing the appropriate national song. Britannia, seated on her throne, receives each contingent, and accepts the offering with a smile and a graceful bow. As each contingent comes near, the four children salute, lay the offerings on the steps of the throne, salute again and then group themselves round the sides of the throne, and so form a pretty tableau.

#### SUGGESTIONS TO TEACHERS

Have the children select good beets, turnips and carrots from the stock on hand at home and plant them out this spring for seed production. Plant a few on the school grounds where every child can learn how to do it.

Now that bacon is in such demand is a good time to organize pig-raising clubs.

Can't town teachers make their town independent of the market gardener? A backyard garden at every home would do it. Don't worry about the gardener who is thus put out of business. He can raise wheat or beans or pigs for the soldiers.

Bird houses should be built and put in place as soon as possible. Birds don't like a *new* house.

On account of the Halifax Explosion, there will be no provincial exhibition next summer. This means that the local and county exhibitions will receive all our attention. We shall be disappointed if any teacher who reads this fails to have her children's products exhibited next autumn. Plasticine modelling is good hand-work for young children, and should attract attention at an exhibition, but it is not included in any rural science prize list. It would come in the same class as writing and drawing. — *N. S. Rural Science Bulletin.*

#### INTERESTING C. G. R. BOOKLET.

A copy of the new booklet issued by the C. G. R. has just been received by the REVIEW. Dealing with the St. John River Valley it has been most artistically prepared with illustrations throughout. In the centre pages is shown a relief map of the Valley which is of a most instructive character. We would suggest that our readers make a point to procure a copy of this folder as it is well worth keeping handy for further reference.

## Gardening and Nature Books

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::: MOTTOES AND GEMS :::

Let our object be our country, our whole country and nothing but our country.— *Daniel Webster.*

One country, one constitution, one destiny.— *Daniel Webster.*

There are no points of the compass on the chart of true patriotism.— *R. C. Winthrop.*

Gashed with honourable scars,  
Low in Glory's lap they lie;  
Though they fell, they fell like stars,  
Streaming splendour through the sky.  
— *Montgomery.*

Old England is our home and Englishmen are we,  
Our tongue is known in every clime, our flag on every sea.  
— *Mary Howitt.*

Such is the patriot's boast, where'er we roam,  
His first best country ever is at home.  
— *Oliver Goldsmith.*

I like to be beholden to the great metropolitan English speech, the sea which receives tributaries from every region under Heaven.— *Emerson.*

True patriotism is of no party.— *Smollet.*

Be England what she will,  
With all her faults, she is my country still.  
— *Churchill.*

Continents and kingdoms, lands and realms afar,  
Linked in love and loyal to one island throne,  
Watch across the seas one Crown, their guiding star,  
Till the hearts of many nations beat as one!  
— *C. E. Byles.*

But to the hero, when his sword  
Hath won the battle for the free,  
(Death's) voice sounds like a prophet's word;  
And in its hollow tones are heard  
The thanks of millions yet to be.  
— *Halleck.*

Land of our birth, our faith, our pride,  
For whose dear sake our fathers died;  
O Motherland, we pledge to thee  
Head, heart and hand through the years to be.  
— *Kipling.*

Where's the coward that would not dare  
To fight for such a land?  
— *Scott.*

England expects every man to do his duty.— *Nelson.*

England hath need of thee.— *Wordsworth.*

A power which has dotted over the surface of the whole globe with her possessions and military posts, whose morning drum-beat, following the sun, and keeping company with the hours, circles the earth with one continuous and unbroken strain of the martial airs of England.— *Daniel Webster.*

Thou who of thy free grace didst build up this Britannic Empire to a glorious and enviable height, with all her Daughter Islands about her, stay us in this felicitie.— *John Milton.*

We sailed wherever ship could sail,  
We founded many a mighty state;  
Pray God our greatness may not fail  
Through craven fears of being great.  
— *Lord Tennyson.*

And for our country 'tis a bliss to die.— *Pope's "Iliad."*

What bosom beats not in his country's cause?— *Pope.*

What a pity is it  
That we can die but once to save our country.— *Addison.*

They never fail who die  
In a great cause.  
— *Byron.*

MY LAND.

She is a rich and rare land;  
Oh, she's a fresh and fair land;  
She is a dear and rare land—  
This native land of mine.  
No men than hers are braver,  
Her women's hearts ne'er waver;  
I'd freely die to save her  
And think my lot divine.  
Oh, she's a fresh and fair land!  
Oh, she's a true and rare land;  
Yes, she's a rare and fair land—  
This native land of mine.

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## POETRY FOR EMPIRE DAY

### THERE IS A LAND.

There is a land, of every land the pride,  
Beloved by heaven o'er all the world beside;  
Where brighter suns dispense serener light,  
And milder moons emparadise the night;  
A land of beauty, virtue, valour, truth,  
Time-tutored age and love-exalted youth.

The wandering mariner, whose eye explores  
The wealthiest isles, the most enchanting shores,  
Views not a realm so beautiful and fair,  
Nor breathes the spirit of a purer air;  
In every clime the magnet of his soul,  
Touched by remembrance, trembles to that pole.

For in this land of heaven's peculiar grace,  
The heritage of nature's noblest race,  
There is a spot of earth supremely blest,  
A dearer, sweeter spot than all the rest,  
Where man, creation's tyrant, casts aside  
His sword and sceptre, pageantry and pride,  
While in his softened looks benignly blend  
The sire, the son, the husband, brother, friend;

Here woman reigns — the mother, daughter, wife,  
Strew with fresh flowers the narrow way of life.

In the clear heaven of her delightful eye  
An angel-guard of loves and graces lie  
Around her knees domestic duties meet,  
And fireside pleasures gambol at her feet.  
Where shall that land, that spot of earth found?  
Art thou a man?— a patriot?— look around;  
Oh, thou shalt find, howe'er thy footsteps roam,  
That land thy country, and that spot thy home.

### HENRY V. BEFORE HARFLUR.

Once more unto the breach, dear friends, once more;  
Or close the wall up with our English dead.  
In peace there's nothing so becomes a man  
As modest stillness and humility;  
But when the blast of war blows in our ears,  
Then imitate the action of the tiger;  
Stiffen the sinews, summon up the blood,  
Disguise fair nature with hard-favour'd rage;  
Then lend the eye a terrible aspect;  
Let it pry through the portage of the head  
Like the brass cannon; let the blow o'erwhelm it  
As fearfully as doth a galled rock,  
O'erhang and jutty his confounded base,  
Swill'd with the wild and wasteful ocean.  
Now set the teeth and stretch the nostril wide,  
Hold hard the breath, and bend up every spirit  
To his full height. On, on, you noblest English,  
Whose blood is fet from fathers of war-proof,  
Fathers, that, like so many Alexanders,  
Have in these parts from morn till even fought,  
And sheathed their swords for lack of arbutment;  
Be copy now to men of grosser blood,  
And teach them how to war. And you, good yeomen,  
Whose limbs were made in England, show us here  
The mettle of your pasture; let us swear  
That you are worth your breeding; which I doubt not;  
For there is none of you so mean and base,  
That hath not noble lustre in your eyes.  
I see you stand like greyhounds in the slips,  
Straining upon the start. The game's afoot;  
Follow your spirit, and upon this charge  
Cry "God for Harry, England, and Saint George!"

Greater production with the scholars was the main theme of the convention held at the Yarmouth Academy April 16, and it was discussed most thoroughly from every viewpoint. Prof. De Wolfe very minutely showed how the correlation of gardening could be most successfully carried on with arithmetic, geography, English composition, etc. He very pointedly outlined to the teachers how successfully lessons can be taught on ordering seeds, testing seeds, time to plant, how to plant and transplant and making of a hotbed, companion and succession cropping, rotation of crops, etc

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BRANCHES IN ALL CITIES

**MAKE A WAR GARDEN.**

BY MARY C. DAVIDSON.

(Special to the EDUCATIONAL REVIEW.)

"Food Will Win the War." That is the slogan sent out for 1918 to every teacher and pupil in Canada. A school garden is a stern necessity, as well as a patriotic duty and privilege.

The allied nations have for some time been threatened with food shortage. Last summer we increased our efforts and our gardens had a vast yield. Now, we have an added factor of railroad congestion, which condition has no meaning more significant than that the gardens of 1918 must do even more than those of 1917 in freeing the over-burdened railroads from the need for transporting food products.

The efforts of the school garden are of still greater importance than last year; we have to face a situation that stirs every instinct of self-preservation.

The coming season should see the cultivation of a school garden in every school in Canada. Three and a half years warfare have drained the agricultural resources of our European Allies to a point where productiveness is at a minimum. The world's shipping facilities are so inadequate that European food must necessarily come from this side of the Atlantic. Time requirements for shipping from Australia and other countries are prohibitive. America is the only land from which shipments can be made with the least tax on ships available.

**VITAL TO SUCCESS OF ARMIES.**

To enable Canada to do its share, our school gardeners must realize they are war gardeners and vital to the success of the armies. They must produce foodstuffs on a large scale with the central thought that eternal industry in their gardens is the price of world-wide freedom.

The children love Canada, and, in no way can they do more in the present crisis, than by getting out in their school yards and planting a "war garden."

Hundreds of children last year showed their eagerness to do their bit in this way; and, with a little encouragement from their teachers and parents, many more hundreds, this year, will work in school gardens.

It is a work in which children can play and study, as well as show their patriotism. To watch vegetables grow, to see the work of their hands, is a real delight. Children love to *do* things.

The teacher will find gardening a wonderful aid in discipline. A healthy, growing restless boy simply must do something. The energy is there. He must let it out. If he expends it on the school garden, there'll be less "nonsense" in the classroom, and less fighting, bullying and tattling on the playground.

**A BAND OF UNION.**

School gardening brings the children into a bond of union. They are drawn together by what they have in common. It satisfies the gang instinct of the older boys. They like working together.

The best physical training is that which comes in the natural course of events, in the daily bodily movements, for these preserve the "physiological unit" so much desired in gymnastic work — that is, a group of small co-ordinations acting together for one important entire movement. What does this better than gardening? Think of all the splendid natural exercise taken in hoeing, raking, spading and weeding. Add to this the benefits gained from the fresh air and from the carrying away of waste materials in the perspiration of the toiler.

Education should be based on instinct and

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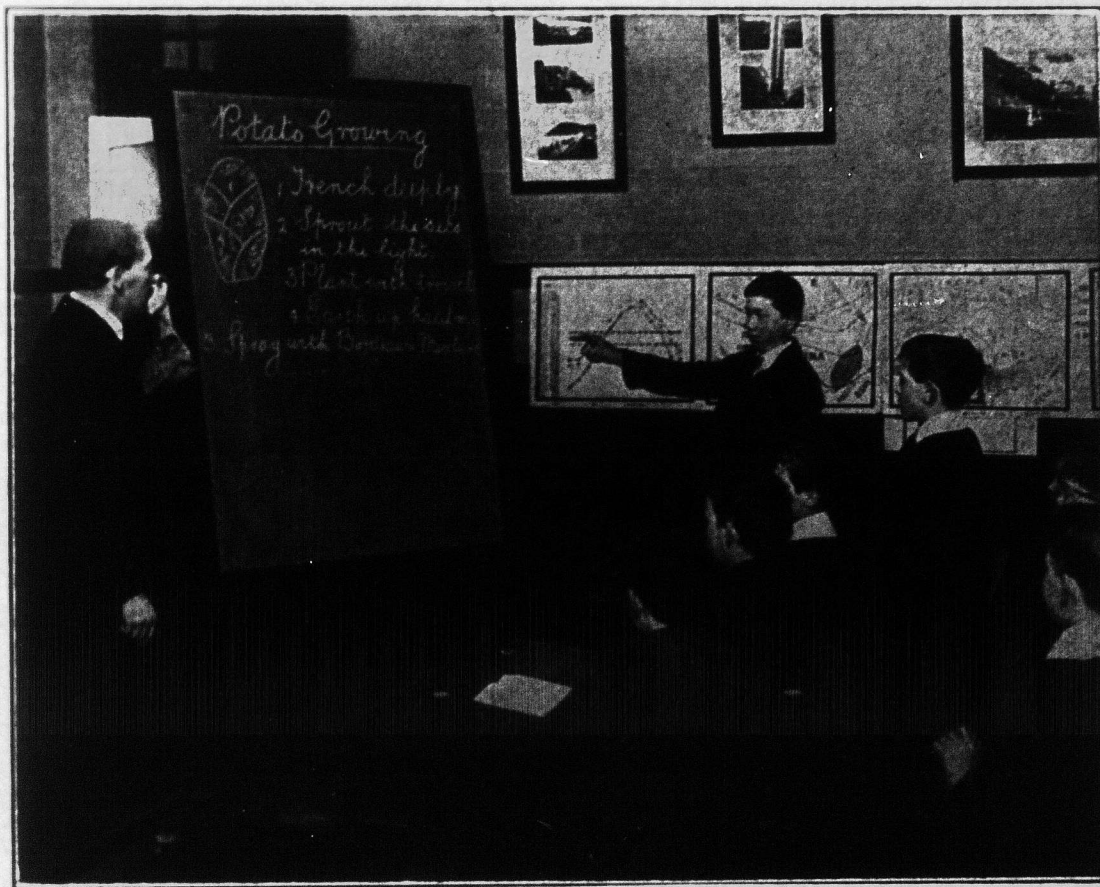
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evolution. The individual develops as the race develops. The primitive, historic race progressed by climbing, pulling, swinging, running, fighting and grasping — all of which are the large fundamental muscles. Hence, the child can be developed more easily and better by the use and development of these fundamental muscles than in any other

strikes the vitals of the nation for farming is the bone and sinew of a country. The children at school in their school garden should be educated in improved methods of farming to make the farm work more attractive by creating an intelligent interest in all kinds of farm work.

Many of our farms are producing about half



Receiving Instructions in the Making of a War Garden in Britain.

way. So, school gardening, with nature study, weaving, cooking, drawing, war and folk songs (since early man developed by them) instead of being "Fads and Frills" are the very basis, the foundation of education.

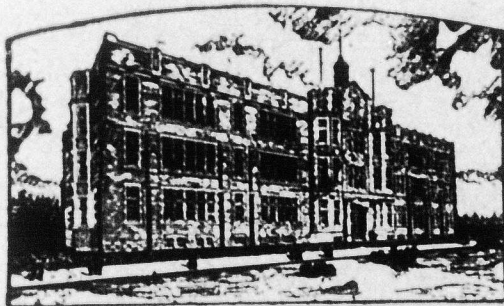
THE TENDENCY.

The tendency has been for the young folks to move from the farms to towns and cities which

what they are capable of producing if modern methods were used.

The school garden should be a laboratory and the country school boy and girl of today are the farmers of tomorrow.

School gardening taught to city children will send some future citizens to the farms instead of into over-crowded cities to factories, over-heated offices and noisy stores.



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## For Teachers' Use

The School has the following publications for sale:

**SPECIAL WAR EDITION, - - 40 CENTS; SUPPLEMENT, 10 CENTS**

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On Pronouncing Latin, 15 cents; English in Secondary Schools, 15 cents; The Phonetic Alphabet, 10 cents; Geographical Nature Study for Primary Grades, 10 cents.

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## ODDS AND ENDS

## FOR THE MASTER

In the words of Rudyard Kipling let us remember that:

"Only the Master shall praise us,  
And only the Master shall blame;  
And no one shall work for money,  
And no one shall work for fame;  
But each for the joy of working,  
And each in his separate star,  
Shall draw the thing as he sees it,  
For the God of things as they are."

## BRITANNIA'S NAME.

Britannia's name, from age to age,  
Has like her cliffs stood fast,  
And promises, in history's page,  
In honour long to last.  
Her sailors, rulers of the sea,  
Her soldiers, of that soil  
On which the industrious peasantry,  
To give it value, toil;  
All, all shall hail Britannia's name,  
By glory handed down to fame.

Then sing our tars, who boldly roam  
Our glory to insure;  
And sing our soldiers, who at home

That glory well secure.  
And sing our peasants, at a word,  
Who, of mankind the friend,  
Would turn each ploughshare to a sword,  
Their country to defend;  
All, all shall sing Britannia's name,  
As glory hands it down to fame.

## THE BRITISH EMPIRE

(Concluded from page 305)

- 1893 Natal obtains responsible government.
- 1894 Pondoland annexed.
- 1895 Bechuanaland annexed.
- 1896 British Protectorate established over East Africa.
- Canada gave preference to British imports.
- 1897 Second Colonial Conference held.
- 1898 Khalifa defeated at Omdurman.
- 1899 Boer War.
- 1901 Commonwealth of Australia inaugurated.
- 1902 Boer War ended.
- Assouan Dam completed.
- Third Colonial Conference held.
- 1903 New Zealand gave preference to British imports.
- 1904 Treaty between Britain and France with regard to the Newfoundland fisheries and Egypt.
- 1906 Responsible government given to Transvaal.
- 1907 Responsible government given to Orange River Colony.
- New Zealand became a Dominion.
- Imperial Conference held.
- 1910 Union of South Africa inaugurated.
- 1914 World War.

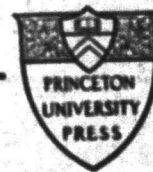
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## CURRENT EVENTS

March 27.—The British official night report states that the enemy is in Albert. The British forces were pressed back a little on both banks of the Somme, but are holding their line. The French night report states that the enemy, throwing in fresh troops, violently attacked the French position east of Montdidier, but were able to advance only a short distance. The French are holding a line running through L'Echella, St. Aurinand, Beauvraignes, north of Lassigny, in front of the southern part of Noyon, and along the left bank of the Oise.

March 28.—Dispatches from London report that the eighth day of the German offensive results in tremendous attacks by the Germans being stopped while the French win a brilliant victory in the south.

March 29.—On the ninth day of the great battle in France the German drive is brought to a practical halt, London dispatches announce. A Paris dispatch states that seventy-five persons were killed and ninety wounded, mostly women and children, when a shell by the German long-range gun, fell on a church in the region of Paris on Good Friday. The same church was struck by a shell during the celebration of high mass on Sunday and many casualties resulted. The booty since the beginning of the battle is 70,000 prisoners and 1,100 guns.

March 30.—Sharp fighting is resumed on seventy miles of front during the day, but Field-Marshal Haig reports at night that the British position remains intact. The French report states that fighting from Moreuil to Lassigny continued all day with great violence, spreading over a front of forty miles.

March 31.—The British official report announces an advance east of Feuchy. South of the Somme the Village of Demuin is regained. In brilliant operations yesterday the Canadian cavalry and British infantry recaptured Moreuil. Moreuil was retaken by the French and again lost to the Germans, and finally carried in a bayonet charge by French and British troops mingling in the same ranks. An official dispatch from London states that the British Flying Corps, since its arrival in Italy, has brought down eighty-three enemy airplanes and lost ten.

April 1.—Reports from the western front state that the Allies are not only holding their ground but have advanced at several points by vigorous counter attacks. In yesterday's action near Serre 109 machine guns were taken. Paris reports that the bombardment of the city was resumed. A dispatch received by the company in New York City states that the White Star Steamship Celtic has been torpedoed, but was able to make port. A dispatch from Quebec states that four civilians were killed and four civilians and a number of soldiers wounded in fighting between anti-conscriptions and the military. More than one hundred arrests have been made.

April 2.—London reports that the German offensive in France has still further slackened. The German report announces the position unchanged. Twenty-two Allied airplanes and five captive balloons are reported to have been brought down. Lieutenant Kröll is credited with his twenty-



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third aerial victory. A Paris dispatch states that Germans sought to supplement the work of their long-range gun with airplanes, but were unable to penetrate the offensive barrage.

April 3.—London reports the quietest day on the battle-front since the beginning of the German offensive. A delayed dispatch from Tokyo states that Japan will turn over to the United States 450,000 tons of shipping, and that 150,000 tons will be supplied immediately without consideration, except the chartering rates of the Allies.

April 4.—London announces that the enemy made violent assaults on a narrow front in an effort to break through the Allied lines at the juncture of the French and British armies. Ten separate attacks resulted in serious German losses.

April 5.—Large masses of troops were hurled against the British front between the Luce and the Somme, and north as far as Bucquoy and Moyenneville, a few miles south of Arras. The only German gain was the village of Dernancourt, a few miles from Albert. The Germans are said to have employed 240,000 men. Japanese armed forces have been landed at Vladivostok, according to reports.

April 6.—A Paris dispatch states that French aviators discover the German long-range gun mounted at Crepy-en-Laonnois, and that the bombing of the spot by airmen and the French artillery is making the handling of the big weapon difficult.

April 7.—A strong German attack on the Meuse northeast of Hill 344 was repulsed, the enemy suffering serious loss. West of Noyon a German detachment that had gained a footing in the advanced French trenches was ejected.

April 8.—London reports violent activity on the entire front of more than fifty miles, with a concentration by the enemy near Coucy wood, where they made some gains.

April 9.—London announces that in an eleven-mile front from Givenchy to La Basse the Germans drove in the line held by the British and the Portuguese to a depth of four miles at one or two points. A London dispatch states that leave to introduce the Government's man-power bill, which provides for conscription in Ireland, is carried in the House of Commons by a vote of 299 to 80; Irish Nationalists protest that the bill can never be put into effect.

April 10.—A London despatch states that the Germans have extended their attacks further north and that the line now extends for more than 150 miles. The British official report states that north of Armentieres the enemy pressed to the Wytchaete-Messines Ridge and Ploegstreert.

April 11.—States that heavy fighting is in progress on the northern end of the battle-front, the British lines having been pushed back, in some places as far as six miles. A Paris despatch states that the bombardment of the city by the German long-range gun was resumed, one shell striking a foundling-asylum, killing four and wounding twenty-one.

April 12.—London reports that Field-Marshal Haig, in an order to the British troops, states that "we are fighting with our backs to the wall and there must be no retirement."

April 13.—London reports that the German advance, by which they hoped to sever communication between Givenchy, Bethune and Ypres, was checked on a ten-mile front, the British holding the line of the railroad from Armentieres to Hazebrouck against a succession of massed attacks.

April 14.—London reports that the situation in France and Flanders is encouraging. On the eight-mile front from

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### PROVISIONAL PROGRAM.

#### TUESDAY 27TH.

##### MORNING SESSION.

- 9.00 a. m.—Registration.  
 10.00 a. m.—Opening Addresses, Dr. A. H. MacKay, Superintendent of Education, Nova Scotia; H. H. Shaw, Acting Chief Superintendent of Education, Prince Edward Island.  
 11.00 a. m.—"The Government of Children," Dr. H. S. Bridges, LL. D., Superintendent of Schools, St. John.

##### AFTERNOON SESSION.

- 2.30 p. m.—"Maritime Reciprocity in Teachers and Text Books," Inspector W. R. Campbell, M. A., Truro; Miss Bessie Wilson, St. John High School.  
 3.30 p. m.—"Woman's Share in the Thrift and Production Campaign," Miss Jean Peacock, Fredericton; Miss Jennie Frazer, New Glasgow.

##### EVENING SESSION.

- 8.00 p. m.—"The Claim of the Maritime Provinces for Federal Subsidies in lieu of Western Lands," Hon. O. T. Daniels, Attorney-General of Nova Scotia; Hon. C. W. Robinson, Moncton; Dr. David Soloan, Principal Nova Scotia Normal College, Truro.

#### WEDNESDAY 28TH.

##### MORNING SESSION.

- 9.00 a. m.—"Public Health," Hon. Dr. Roberts, St. John; Miss Winnifred Read, Public School Nurse, Halifax; Dr. Ross L. Blackadar, Yarmouth County, N. S.  
 11.00 a. m.—"Musical Notation in Schools and the Examination of Teachers," Prof. Harrison, Fredericton; Supervisor E. J. Lay, Amherst, N. S.; Miss Catherine Robinson, St. John.

##### AFTERNOON SESSION.

- 2.30 p. m.—Provincial Educational Associations meet separately to organize and elect officers for next year.

##### EVENING SESSION.

- 8.00 p. m.—"Maritime Union," Hon. J. B. M. Baxter, St. John; Hance Logan, Esq., Amherst, N. S.; Chief Justice Matheson, Charlottetown, P. E. I.

#### THURSDAY 29TH.

##### MORNING SESSION.

- 9.00 a. m.—"Vocational Education," Fred Magee, M. L. A., New Brunswick; Prof. F. H. Sexton, Director Technical Education, Nova Scotia; W. R. Reek, Secretary of Agriculture, Fredericton, N. B.  
 11.00 a. m.—"Education for Retarded Pupils," Mrs. Sarah Houston, Halifax.

##### AFTERNOON SESSION.

- 2.30 p. m.—"The French Language in Canada," Rev. Father Guerton, Vice-President University of St. Joseph College.  
 General Business.

NOTE:—Advertisements re accommodation rates and railway arrangements will appear in the May REVIEW.

Neuve Eglise to Vieux Berquin thousands of German troops have been sacrificed in the terrific struggle to envelope Bailleul. Messines Ridge is still held by the British.

April 15—London reports that the Germans have sacrificed thousands of lives in a terrific struggle to envelope Bailleul.

April 16—A London despatch states that the Germans made further important gains in their drive for the Channel ports. Bailleul has taken and the drive extended to two miles beyond that point. Wytschaete and Spanbroekmolen also have been occupied. At their nearest point the Germans are now only thirty miles from the coast. The situation is considered the most critical since the war began. A London despatch announces that the English Government's Man-Power Bill passes its third reading in the House of Commons. A change was made in the bill by which the clergy will not be subject to conscription.

April 17—London reports the enemy carries Wytschaete and has established himself. The greater part of Messines Ridge is in his hands. Lloyd George announces that the Man-Power Bill is imperative because a further 500,000 men have been called up in Germany.

April 18—Field-Marshal Haig's report states British, and French reinforcements hold their own although Germans drive forward on Mont Kemmel. Wytschaete is recaptured by the British.

April 19.—London reports that Germans failed in new drive in an attempt to cross La Basse Canal. French strike in region of Amiens.

April 20.—British headquarters report a lull in the terrific fighting, and Foch is expected to counter-attack at any time. In four years of conflict France has offered up 1,300,000 men on the altars of Liberty.

April 22.—London states that British and German light forces clash near Heligoland. After exchange of few shots German war-ships take refuge behind their mine field.

April 32.—British headquarters report a continuance of lull in the fierce struggle, but heavy gun fire breaking out at various points.

April 24.—British Admiralty report the carrying out of a stirring naval raid on Ostend and Zeebrugge, part of which places are effectively blocked by concrete filled cruisers sunk at entrance, and much damage done by valiant British landing parties. It is reported that an ultimatum has been delivered by Germany to Holland demanding a right to transit war material, etc., over Dutch railroads and by her canals.

April 25.—Field-Marshal Haig states that new offensive is undertaken against Amiens with Germans capturing villages of Villers-Bretonneux and Hangrad-en-Santerre, but at other points enemy are held in check.

April 26.—British report states that Villers-Bretonneux is recaptured by brilliant counter-attacks, but Mont Kemmel seriously threatened. Dutch situation is reported grave.

April 27.—Report from British headquarters states that Mont Kemmel is captured, but Allies are attacking fiercely. A French division dies to last man in attempting to hold out on the summit after being surrounded.

April 29.—London reports no other progress made by the enemy, although London papers discuss the grave possibilities and consider that the Channel ports are in danger. It is now reported General Foch may counter-attack at any moment with huge reserves at his disposal, and that there is no ground whatever for undue pessimism or anxiety.

## SCHOOL AND COLLEGE

At a meeting of the Anglican Synod of the Diocese of Fredericton, held at that city April 10, it was decided, on the motion of Rev. G. A. Kuhring, seconded by Rev. Dean Nealee, that His Lordship the Bishop should appoint a committee which again would take up with the Provincial Board of Education the question of having Scripture reading and memorizing in the public schools. Both the mover and seconder spoke strongly on this matter which was before the Synod at a previous meeting. Dr. W. S. Carter, chief superintendent of education, who was present as a delegate, stated that his official position made it inadvisable for him to express an opinion. His Lordship Bishop Richardson gave a brief account of the action he had taken on a previous occasion when the matter had been brought up in the Synod.

For the first time in the history of the Maritime Provinces, University Extension Courses have been given this year by the Professors of Acadia. The towns where these were delivered were Digby, Bridgetown, Middleton, Berwick, Canning and Hantsport. The professors engaged were Dr. G. B. Cutten, Dr. H. T. De Wolfe, Professor A. B. Balcom, Professor N. C. Hannay, Dr. W. A. Coit, and Dr. S. Spidle. The lectures seem to have been very much appreciated and the course will probably be repeated next year.—Acadia Bulletin.

The school at O'Leary has been closed for a time on account of there being diphtheria in the village.

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The REVIEW is much interested in the proposed school changes at Chatham, and the various opinions advanced.

There was exhibited at the meeting of the St. John Board of School Trustees April 12, a number of drawings, the work of the class in mechanical drawing taught by W. S. Vial at the evening technical school in Centennial building. At the meeting the statement was made that there was no intention of making the children make up the time lost through holding one session during the winter and the schools would not be open in July, but that the two sessions would be resumed May 1.

The St. John Teacher's Association held their last meeting for the season in the Natural History rooms April 12, with the president, J. F. Owens, in the chair. The report was good, showing a satisfactory balance on hand. The officers elected were as follows:—President, W. L. McDiarmid; vice-president, Miss Jean Scott; secretary-treasurer, Miss Emma Fairweather; members of the executive, J. F. Owens, Miss J. Munro, Miss Louise Lingley, Miss Annie McGuigan, Miss M. Denham and Miss Grace Campbell. The association contributed generously to the memorial tablet to Miss Eleanor Robinson, which was recently placed in the Public Library. Interesting papers on Robert Louis Stevenson were read by Mrs. Lawrence, Miss Grace Campbell, Miss J. Somerville and

Miss Jamison. A number of interesting Scottish views were shown by means of the reflectroscope.

### OFFICIAL NOTICE.

I hereby appoint Friday, May 10, as Arbor Day in the Public Schools.

Please observe carefully the provisions of Reg. 20.

The co-operation of parents and all others in the district is invited, and attention should be given not only to the school grounds and premises, but to the roadsides and other public grounds as well.

To insure satisfactory results, good trees should be purchased by the Trustees and properly planted.

The attention of Teachers is also directed to the importance of preparing for the observance of Empire Day, which falls on the last teaching day preceding the 24th of May. (Reg. 20).

It is most desirable on Empire Day to hold a Public Meeting in the Assembly Hall or School Room, at which, in addition to the programme prepared by the teachers and pupils, there may be addresses of a patriotic nature by rate-payers or visitors.

April 18, 1918.

J. F. DOUCET,  
Inspector of District No. 2



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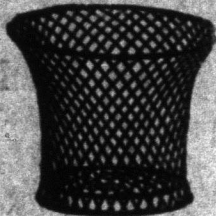
**New Brunswick School Calendar.**

1918. SECOND TERM.

- May 20 — Loyalist Day. (Holiday for St. John City only).
- May 23 — Empire Day.
- May 24 — Victoria Day. (Public Holiday).
- May 24 — Last day on which Inspectors are authorized to receive applications for Departmental Examinations. Reg. 38-6.
- May 28 — Examinations for Class III License begin.
- June 3 — King's Birthday. (Public Holiday).
- June 7 — Normal School Closing.
- June 11 — Final Examinations for License begin.
- June 17 — High School Entrance Examinations begin.
- June 28 — Public Schools close for Term

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