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MISSING

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ELEANOR ROBINSON, Editor and Manager

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

The Women's Canadian Club of St. John, N. B., with the co-operation of Dr. Bridges, City Superintendent of schools, and the School Board, are arranging a special celebration of Loyalist Day, May 18, in that city.

It seems to me that this is the year of all others when Empire Day should be observed with the gravest solemnity and in the most sober spirit of national devotion. Was not the move-

ment started for the very purpose of arousing all British subjects to a knowledge and appreciation of their duties to the Empire? Was it not hoped thereby to assist towards the consolidation of the Empire, and thus to strengthen it in the face of peaceful competition or of hostile aggression?

The British Empire now finds itself locked in a life or death struggle with the most powerful military nation in the world. Is not this the very moment when the watchwords of the Empire movement—Responsibility, Duty, Sympathy and Self-sacrifice—should ring in the ears of every subject of the king, throughout his vast dominions?—*Lord Meath.*

Looking over the field today, turning our thoughts away for one moment from the desperate struggle that is going on over so many hundred miles of frontier, we can see clearly that out of that issue is coming the possibility of all the things that we have dreamed of and worked for in all these years that have passed. Through the thick clouds of war hanging on the horizon, through these terrible lists of casualties which we see from day to day, the eye that has a vision can see dreams being fulfilled about which we have perhaps often been hopeless. It is now, I think, twenty or twenty-one years since one evening, walking in the park at Dalmeny, Lord Rosebery turned to me, and said, "I sometimes think that nothing but a great war will ever federate this Empire.—*Dr. Parkin.*

We have the pleasure of giving our readers an article on Empire Day, written especially for this issue of the REVIEW by Sir George Foster, Minister of Trade and Commerce.

New Brunswick teachers are asked to read carefully the official notice on Physical Training Courses in this issue. The important word "not" was omitted from the notice in the April issue. There will be *no* Cadet course this year.

THE FARMERS AND THE RED CROSS SOCIETY.

We publish today an appeal on behalf of the Red Cross Society, by Dr. James W. Robertson.

Dr. Robertson is still best known to the farmers of Canada as Professor Robertson. He began his official public service at the Ontario Agriculture College nearly thirty years ago. Twenty-five years ago he went to Ottawa as Dairy Commissioner for the Dominion. The Dairying Service of the Department of Agriculture soon became known and trusted throughout Canada. From Prince Edward Island to Alberta, farmers profited by the illustration dairy stations and the travelling instructors. The output of cheese and butter in Canada added to the reputation of its rural workers.

Other public services of continuing and growing value were inaugurated, while Professor Robertson was Commissioner of Agriculture. Among them were the live stock branch, the cold storage service, the seed grain competitions, trial shipments of fruit to the United Kingdom, and extensions of markets.

Besides there were the manual training movement, the school gardens, household science, and the consolidated rural schools.

In more recent years, Dr. Robertson was chairman of the Royal Commission on Industrial Training and Technical Education. Farmers in all provinces are familiar with the survey of farms by the Commission of Conservation and the Illustration Farms of its Committee on Lands, of which he is chairman.

In these and many other ways, Dr. Robertson has given the farmers of Canada the best that was in him. He says he is their debtor, for many opportunities, for much kindness and for warm appreciations. But they are his debtors too. And he now reminds them of that for the first time in order to establish his right and privilege to appeal to them for this worthy cause.

The editor of the EDUCATIONAL REVIEW will gladly forward to Ottawa and acknowledge the receipt of any sums sent to this office in answer to Dr. Robertson's appeal.

What does this flag stand for? Of course, it stands for the British Empire; but it is because it stands for justice, liberty and Christianity that we honor it.—*Lord Rosebery.*

NATURE STUDY OF ANIMALS.

H. G. PERRY.

Bird Study.

The most striking characteristic of birds, one that distinguishes them from all other classes of vertebrates, is their covering of feathers. Con-



Fig. 1.—ARCHÆOPTERYX.
I, II, III, IV, digits, showing joints and claws.

trast their covering with the hair of mammals, the scales of reptiles and fish, and the naked slimy integuments of amphibians.

For school work, on feathers, provide a quantity of feathers of different kinds, and have at hand a pigeon or hen in a cage.

The feathers covering the body and those forming the wings and tail of birds, are called contour-feathers.

Select a contour-feather from the body covering. It consists of a hollow base, the quill, from which arises the expanded portion, the firmer distal part of which is called the vane and the fluffy part next the quill, the fluff. The vane is made up of barbs, extending right and left from the rachis. The barbs are bound

together to form the vane by interlocking barbules bearing hooks. These parts are readily seen by the aid of a good hand lens or microscope.

Why are the fluff-barbs not bound together like those of the vane?

Compare the larger contour-feathers of the wings and tail, which are commonly called quill-feathers, with those of the body, as to structure, size, arrangement and function. Scattered among the contour-feathers and covered by them, are down-feathers, but down is best exemplified in the covering of the newly hatched chick. How do down-feathers differ from contour-feathers?

The long hair-like feathers, tipped by only a few barbs, are filoplumes. They are most in evidence when the other feathers are removed, and are often called pin-feathers, a term which is more appropriately applied to developing contour-feathers.

In developing contours, pin-feathers we find the little vane with its rachis and barbs all packed closely together reminding one of a developing bud bearing its tiny leaves and flowers. The blood in the quill explains how it is being nourished.

Part the feathers on the body of the pigeon, and note their color just beneath the surface. Are both ends of the feathers colored alike? The change in the color of birds during the course of the summer is due to a change in the color of the outer (exposed) parts of the vanes. In looking for examples carefully note the colors of the male robin, and other birds.

The overlapping of feathers on birds is much like the arrangement of shingles on the roof of a house, and they serve to protect the bird from rain, snow, wind and cold, and also to keep in the heat of the body. The contour-feathers serve as heavy outer-clothing, while the down may be compared to under-clothing.

In many instances the feathers are oiled till they are quite water-proof, this is especially true of birds that frequent the water, and even our land birds oil their feathers to some extent. The oil gland is situated dorsally near the base of the tail. Watch hens oiling their feathers just before a shower. They seem to know that rain is coming.

Explain why the hen presents such a sorry appearance when exposed to a long rain. How would a duck look under similar conditions?

The color of feathers in some birds may serve as a protection from the observation of their enemies; in others the color, and often shape, seem especially designed for purpose of ornamentation. Select examples from among our native wild birds and domesticated forms.

The large contour-feathers of the wings and tail are of special use in flying. Expand the

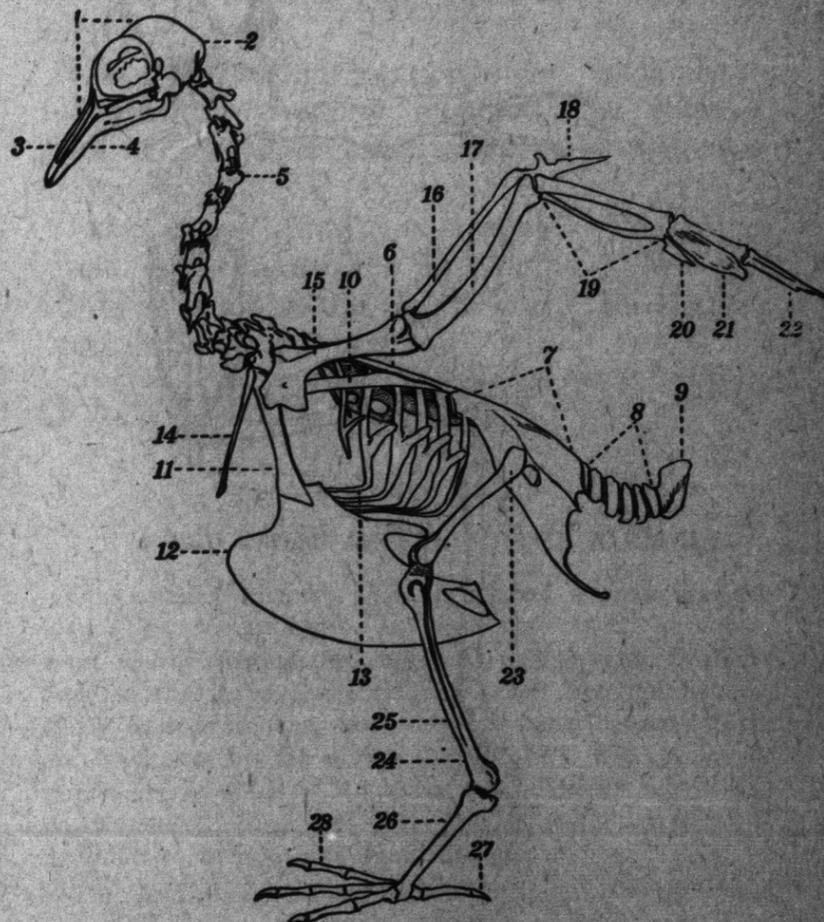


Fig. 2.—SKELETON OF PIGEON. (Reduced).

1, skull; 2, cranium; 3, upper mandible; 4, lower mandible; 4, cervicle (neck) vertebrae; 6, thoracic region; 7, pelvic region; 8, caudal region; 9, plowshare bone; 10, scapula; 11, coracoid; 12, keel of sternum; 13, ribs; 14, clavicles (wish-bone); 15, humerus; 16, radius; 17, ulna; 18, thumb; 19, wrist and hand bones; 20, bone of the third finger; 21, bone of the second finger; 22, end bone of second finger; 23, femur; 24, tibiolarisus; 25, fibula; 26, ankle and foot; 27, bone of first toe; 28, bone of second toe.

wings and note the nice arrangement of their feathers. Distinguish between primary and secondary wing-feathers. To which part of the wing is each kind attached?

Note that the feathers are so arranged that they present to the air a strong resistant surface in the down-stroke of the wing, and a minimum of resistance in the up-stroke.

In flying the wings are used chiefly as propellers, to force the bird through the air; but at times they seem to convert the whole animal into an aeroplane, as it either glides forward or

sweeps round and round in wide circles on outstretched motionless pinions.

The full-grown feather does not look much like the hard rough scale of the snake or other reptiles, yet biologists tell us that in point of

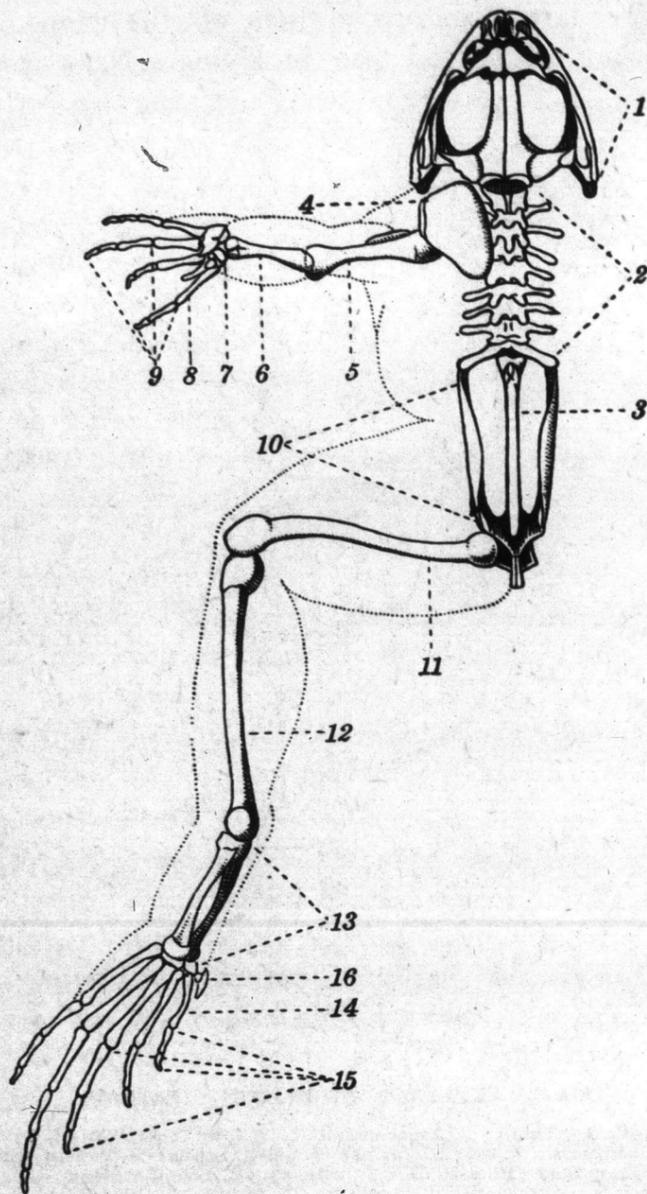


Fig. 3.—SKELETON OF FROG. (Natural size).

1, skull; 2, vertebral column; 3, urostyle; 4, scapula; 5, radius and ulna; 6, carpus; 7, Metacarpals; 8, phalanges of fore leg; 9, pelvic girdle; 10, femur; 11, tibia and fibula; 12, tarsus; 13, metatarsals; 14, phalanges of hind leg; 15, rudimentary toe.

origin, arrangement and growth, they are quite identical. In other words, feathers are modified scales. What has brought about this modification?

The fossil remains of flying reptiles are frequently found in the strata of the earth. These creatures were peculiarly bird-like in form, and without doubt mark early stages in the evolution of birds. Note that the feet of modern birds are still covered with scales.

Figure 1 shows an early fossil form with true feathers, but the tail is long and made up of many vertebrae, similar to the tails of lizards, and of the flying reptiles which preceded it. Compare this structure with the skeletal part of the tail of the modern bird, as shown in Figure 2. How are modern birds compensated for this loss of the long vertebral tails?

Study the skeleton of the pigeon, as shown in Figure 2, and compare it with the live birds, locating the parts named. This is a good exercise, especially in studying the wings and legs.

Note the location of the humerus, the radius, the ulna, the thumb, and the fingers of the hand (the distal part of the wing). Compare these and other bones with the corresponding parts in the human skeleton and the skeleton of the frog. This is a good exercise in the study of homologies.

Study the breast-bone, sternum, with its broad keel for the attachment of the thick muscles of the breast. Why are such large muscles needed at this particular place? What parts do they move? In birds that have lost the power of flight by taking to some other method of locomotion, such as swimming or running, we find a corresponding loss in the keel of the sternum, e. g. the ostrich.

Locate the little wing, thumb, on the wing of the pigeon or hen, and compare the whole wing with that of the Archæopteryx. Note that there were several free fingers in the wing of the latter, and each was made up of two or more joints, and ended in a claw. Do you find parts homologous to these in our modern birds?

In a similar way study the bones and joints of the leg and foot. Note especially the position of the knee, and the ankle joints.

"The earliest remains of birds of which we have any knowledge come from the Age of Reptiles. The oldest of these remains is the famous fossil known as Archæopteryx, two specimens of which have been found in Bavaria.

* * The Archæopteryx was a land bird about the size of a crow, probably arboreal in its habits, though not necessarily a good flier. It had true feathers, but it was very different from the birds of today in that it possessed teeth and a long, lizard-like tail of about twenty vertebrae. These last characteristics are strikingly reptilian, and such considerations point to the fact that

the birds developed from reptiles. As the development was undoubtedly gradual, we should expect to find forms possessing the characters of both groups."

The discovery of the Archæopteryx was a brilliant fulfillment of Huxley's prediction, based on comparative anatomy, that the groups of birds and reptiles would be found to be confluent in origin.



Fig. 4.— DEVELOPMENT OF THE FROG.

1, 2, 3, eggs; 4, young immediately after hatching; 5, tadpole with external gills; 6, 7, 8, 9, 10 and 12, further stages of development; 12, frog fully developed.

The Frog.

Figure 4 is given at this time as a suggestion and an aid to the study of the frog.

The study of this animal at this particular

time of year, if properly carried out, forms a most interesting subject for all classes.

Hatch the eggs in school in large jars filled with brook water, and watch the young develop from day to day. If care is taken to change the water frequently they can be easily kept till the end of the term.

The history of their development from week to week will serve as good topics for composition exercises.

Rake the bottom of ponds for toads' eggs, and treat in the same manner. The development of the toad is much more rapid than that of the frog.

Salamanders are also interesting. The young retain their external gills for months. Their eggs are to be found at this time of year. See Hodge's "Nature Study and Life."

[The cuts used in this article were supplied by Messrs. Ginn & Co., Boston, Mass. Fig. 2 from "Elements of Geology," Norton. Figs. 2, 3 and 4 from "General Zoology," Linville and Kelly.]

A RED CROSS APPEAL TO THE FARMERS.

Our country with its allies, is waging a great war for justice, for the protection of small nations in the enjoyment of their rights, for continued and growing freedom, and for the maintenance of its pledged word of honour. Much destruction and desolation are being caused. Lives are being lost by the thousand. Canada's first contingent is now in the thick of it. Some will fall sick; many may be wounded; some will pay the last full measure of devotion to their country and its cause.

The Red Cross Society exists to succor the sick and wounded in war. It needs more money to provide more beds at hospitals in Great Britain and France; It needs more money to pay more Red Cross nurses; it needs more money, and more things made by women, to supply to clearing hospitals, base hospitals and recovering hospitals.

I appeal to farmers to send me sums from \$1.00 to \$50.00, during the first week in May. Every \$50.00 provides one additional hospital bed with the giver's name over it. By sending me about \$10,000, you would serve your country well, bring credit to yourselves and make all of us very proud of you. For the sake of the wounded boys, make the gift substantial. It will be an investment towards the recovery of some Canadian soldier who stood in our stead that our cause might be upheld.

Faithfully your friend,

JAS. W. ROBERTSON, Chairman,
Red Cross Society at Ottawa.

The flag represents to you a great honor and a great privilege. It reminds you that you are "Citizens of no mean city."—Lord Rosebery.

NATURE STUDY.

L. A. DEWOLFE.

The most fascinating spot for the next few weeks is the garden. Those who are making new gardens will have visions of a glorious harvest a few months later, and those who have old gardens are watching to see how many shrubs and perennial flowers lived through the winter.

Children who become interested in gardening are acquiring habits that will give them greater pleasure and contentment in years to come than will, perhaps, any other one interest. Let them, therefore, prune their own rose bushes, set out their own strawberries, transplant their own shrubbery, plant their own seeds, and arrange their own perennials to suit some color scheme that may have been developed in the drawing lessons.

There is such an abundance of material during the next two months that every teacher and every pupil will be kept busy. I feel, therefore, that I may very profitably resign further space to the following story, written by Miss Mary Jennison, Truro.

The "Miss Brown" whom Miss Jennison has created is worthy of imitation. We'll let Miss Jennison tell us about her.

"POTATO" DAY AT SCHOOL.

One of the most interesting visits I ever paid to a public schoolroom was made one Friday, last autumn, at the invitation of Miss Brown, the teacher of some fifty little urchins in grades V and VI. The opening exercises were just over when I entered and all eyes were fixed on Miss Brown, as she said with a smile: "How many would like to have a 'potato day?'" In response to this seemingly amazing question, every hand was raised.

"A couple of weeks ago," she explained to me, we had a "wheat day," and the children were so interested I thought I would repeat the experiment. First, she continued, turning to the class, "we will have a 'potato story.'" Whereupon followed a short tale of the discovery of the wild potato in Virginia by Sir Walter Raleigh, with something of his adventures in that country and of the introduction of the potato into England and its subsequent cul-

tivation, told in simple, striking language, and in such a way as to appeal to the imagination of her listeners.

"Next," said Miss Brown, when the story was finished, "we shall do our arithmetic. No, you need not take out your books yet. Who can tell me how much it would cost a farmer to plant his field with potatoes if it took seven bushels of seed at seventy-five cents a bushel?" The deepest interest was shown as the children calculated this simple problem and awaited the next. About half a dozen were given before the exercise books were taken out and the more serious work of the day was begun.

As grade V was struggling with fractions, while grade VI had graduated into weights and measures, their questions were based on the topics which they were studying. I took the liberty of copying a representative problem of each grade from the board and quote them below:

Grade V.

A grocer bought 88 bu. of potatoes @ 61 cents a bu.; $\frac{3}{4}$ of them he retailed @ 65 cents and the rest @ 60 cents. Did he gain or lose and how much?

Grade VI.

How high would the walls of a bin 8 ft. long, 6 ft. wide have to be in order to contain 605 bu. of potatoes?

After arithmetic came recess, and then geography, which this morning took the form of a brief study of the chief potato growing countries of the world; their position, climate, inhabitants, industries and facilities for commerce—carried on by means of maps and pictures, especially picture postcards from the various countries named.

During this lesson and the next, the difficult words used were carefully written on the board by the pupils and allowed to remain. From the geography lesson the talk naturally followed on to the study of the potato as a plant; its varieties, the soil required for its growth, the way in which the plants were propagated, its enemies, special reference being made to the potato beetle and methods used for its extermination,—all this was amply illustrated. The plant with tubers of various kinds, as well as the potato balls, being passed round the class, while many interesting pictures showing planting,

cultivation and harvesting of the crop were shown.

The last ten minutes before noon were devoted to a drill upon the words written on the board, including the use of them in intelligible sentences. This took the place for the day of the more formal spelling lesson.

Having received a cordial invitation to do so, I was at the schoolroom door at the beginning of the afternoon session. The children hailed me with delighted exclamations: "Oh! have you come to hear more about potatoes? Isn't it fun? etc. I quite agreed, and waited as eagerly as they for further developments.

First, in the afternoon, came a reading lesson—an interesting little article on the potato beetle and its relation to the potato industry in Nova Scotia. This was taken from some agricultural magazine, and written on the board. The children eagerly vied with each other for the chance to read and took great interest in reading, not only correctly but intelligently as well.

By this time, I thought that the resources of even the resourceful Miss Brown must be at an end, but no, next came the suggestion that a composition should be written on "The enemies of the potato."

When finished, these compositions were copied into booklets, the covers for which would be made that afternoon. The interest with which the pupils applied themselves to the usually irksome task of planning out an essay was indeed remarkable. The compositions were begun in school and left to be finished before Monday.

As I glanced at a few books, I saw careful outlines being constructed and notes jotted down. Miss Brown, in the meanwhile, seemed everywhere at once, encouraging the lazy, helping the dull, giving a word of praise to the diligent.

The drawing lesson followed this, as the compositions were to be illustrated. Careful drawings of the tuber were first made, the same to be pasted in the booklets. Then dark green construction papers 12 by 9 inches were passed round, and folded in booklet form; while black paper was cut into various designs and pasted to the green. A few simple ideas were drawn on the board, but some of the best results were quite original. One of the most effective was

drawn by a little colored boy with considerable artistic talent. He had cut a silhouette of a man wearing a broad brimmed hat bending over a hoe, with a pile of something—presumably potatoes—beside him.

When covers were completed, work was put away for the day. As the dismissing bell rang, was it a wonder that a reluctant "Oh!" arose to every lip. No one had realized that the afternoon was over.

As I bade Miss Brown good-by, I thought it not surprising that, as I heard one of them say, her pupils wished "There never was no Saturday."

M. I. JENNISON.

THE STEMLESS VIOLETS.

J. VROOM.

Our native violets may be divided into three sections: (1) those without stems or offsets, (2) those with offsets or runners more or less in evidence, and (3) those with leafy stems. These notes deal with the first section, and are an attempt to point out the characters in the different species which will most easily lead to identification. The names are those of the seventh edition of Gray's Manual, to which the reader is referred for fuller descriptions.

Just how many different species of the stemless blue violets occur in the Atlantic Provinces of Canada is an open question, and one that will not very soon be settled to the satisfaction of everybody. Closely related species are known to hybridize freely, producing an endless number of intermediate forms. Seedlings from these natural hybrids may add to the confusion. The beginner, therefore, must look for those specimens that will answer best to the descriptions of recognized species, and be content to leave the others undetermined. The study of the various forms is attractive, with all its difficulties, and may lead to the recognition of some new species.

1. Hooded Violet, or Meadow Violet. *Viola cucullata* Ait.

Common in low grounds. Flowers usually blue, with a darker centre; strongly knobbed hairs in the bearding of the lateral petals. The Hooded Violet is so called from the shape of the young leaves, rolled inward at the base, though this is not peculiar to the species.

2. Small Blue Violet. *V. affinis* LeConte.

Either very scarce with us or generally overlooked. Very small at flowering time. Flowers deep blue with paler centre.

3. Northern Violet. *V. septentrionalis* Greene

Our commonest violet in open woods. Flowers about the same size as those of the Hooded Violet, but more evenly coloured, varying from deep violet-blue to pale lavender. Leaves with coarse hairs on the margin, veins and petiole; petals usually bearing a few scattered hairs. Hybrids between this and the Hooded Violet are sometimes strikingly beautiful, with large and abundant flowers that make them well worth transplanting to the garden. They can easily be propagated by division, but would not come true from seed.

4. New England Violet. *V. novae-angliae* House.

Sandy or gravelly shores of lakes and rivers; rare. Most readily recognized by its situation. Not well named, as it was first found in New Brunswick, and is perhaps more frequent in Ontario than elsewhere.

5. Ovate-leaved Violet. *V. fimbriatula* Smith.

Dry hillsides; rather scarce. Easily recognized by the shape of the leaf.

6. Arrow-leaved Violet. *V. sagittata* Ait.

Moist places; very rare with us, and differing from the typical form in having the leaves pubescent. The shape of the leaf is distinctive.

The rare Great-spurred Violet, or Selkirk's Violet, found in a few places in New Brunswick and Nova Scotia, belongs to the second section, as it spreads by underground branches. In the same section are the white violets, of which we have all that are mentioned in the manual except the true *V. blanda*. The third section includes our only yellow violet, *V. scabriuscula*, abundant in some places; the Canada Violet, scarce and local; and the Dog Violets, of which we have at least three distinct forms.

Three stemless violets from our region that approach No. 1 of the above list, and two that approach No. 3, have been named as distinct species, but are not yet generally recognized. They were all discovered by L. W. Watson, of Charlottetown. One, which bears his name, is an interesting white-flowered form that appears to be permanent.

LORD ROBERTS.

As a picture supplement for Empire Day we present our readers with a picture of the late Field Marshal Earl Roberts; and a little study of the life of this truly great man may well form a part of the special work of the day. An outline sketch of his life was given in the REVIEW for December, 1914, so all we shall do here is to speak briefly of some of those qualities which caused him to be so widely and deeply honoured and loved.

On his greatness as a soldier and statesman we need not dwell. We know of the great victories he won; we know how he foresaw this great war, and tried in vain to get England to make ready for it. And yet, when it came, no word of boasting or of reproach passed his lips. He was too great to boast and too busy working for his country to waste time in blaming others.

To be useful—that was his chief thought.

When this war broke out, he was too old to fight, but he did what he could; nothing was too small or simple a thing to do if it could be useful. He collected field glasses for the soldiers, he asked for saddles for them, he spoke stirring words to them before they left for the field, he wrote a message to the children of the Empire telling them the causes of the war. And last of all, he said, "I must go to France and see the Indian soldiers. It is the most useful thing that I can do at this moment." So he died in the same cause of usefulness.

He was the best beloved of British generals. "He was truly not only our commander-in-chief," said an Indian officer, "he was our father—the pattern of British officer we so gladly serve; brave, wise, and above all, full of sympathy."

Pure and simple in his life, faithful in service to God and his country, kind and courteous to others, he was "the almost perfect type of a Christian hero." It is not enough that his countrymen should admire his deeds and venerate his memory. His example should urge them to copy him in devotion to duty.

"'Tis not in empty phrase or golden shrine
But in the faithful following of such souls
Lies the true honour that is ours to pay."

The British Empire has been founded upon the basis of justice, equality, freedom and progress.—*Bishop Weldon.*

EMPIRE DAY AND THE WAR.

BY SIR GEORGE E. FOSTER.

Empire Day in 1915 comes to us all under far different conditions, and finds us with far different feelings than ever before.

To the majority of British peoples the Empire has been more of an abstract idea or an aspiration than a reality; a dream splendid and attractive yet unfulfilled.

To each dweller in any one of its many and widely distributed parts, his own natal or adopted country has been near to him, visible in entity, and connected in direct interests, social, national and governmental. The other portions of the Empire, thousands of miles distant, have been as it were relatives far removed, inadequately known, and seldom if ever seen.

Danger and menace scarcely realized as present in one's own locality were still more negligible by it in respect of remoter localities, and the belief was universal that Britain's might by sea and land was a sufficient shield and buckler against all hostile contingencies. And Britain's might was conceived as something quite apart from ourselves, of which we formed no part, and in the constitution and support of which we bore no share and took little or no direct interest. The idea of common peril and common concert and co-operation to thwart it or meet it was neither strong nor prevalent.

Suddenly and rudely on the 4th of August last the curtain was raised on a world tragedy, in which the Empire, world over, was involved. Then in a moment it flashed upon us in clear unmistakable vision that the Empire was a live, real, integral entity,—head and heart, body and soul, thought and action, indivisible and continuous.

The enemy powers threatened not Britain alone but every part of the Imperial possessions, Africa, Australasia, India, Canada, the islands of the sea, and the farthest small dependencies.

Their war vessels might any day bombard Sydney, Auckland, Bombay, Hong Kong, Victoria, Halifax, Quebec, and exact their heavy toll of life and property. Their troops might at any hour invade South Africa or any other British possession to which German territory lay contiguous, or to which troops could be conveyed by sea. The commerce of every

Empire port was liable to seizure and confiscation. Reports of raiders grew and multiplied, and to each part of the Empire vivid and real dangers were foreshadowed. From these our minds readily grasped what would lie in store were any combination of enemy forces able to destroy or cripple the British Navy. The common danger drove home with irresistible force the conviction of the unity of Empire; the abstract became quickly interpreted into the concrete. From that moment there was no longer cavil or doubt, the Empire was one, indivisible in being, united in defence.

The struggle, begun on the fourth of August, has taught its lessons in blood and tears;—the lessons of Imperial interdependence and solidarity. The ideals of Empire, its freedom and its honor; the existence of the Empire, with all that is implied therein for four hundred million souls, their lives and liberty, their institutions and civilization—all are at stake, and in their defence the millions of the Empire stand a mighty world wide unit.

Again in our generation men have to fight for liberty, and the rights of man and of small nations, as our forefathers have done for many a time in the storied history of Britain. Our brave men at the front and our brave women at home again repeat the lesson of renunciation and sacrifice without which nothing great has ever been won, or can be long retained. To the war of artillery indescribable, the interlocking in grim conflict of men innumerable, the death and sufferings of millions incomprehensible, we approach our Empire Day—with deep sorrow for the fallen—the wounded—the suffering bereaved. At such tremendous cost we must vindicate our rights and preserve our liberties. But they are worth it. And when these days of sore tribulation have passed, when we have mourned our dead, and honoured our heroes, we shall meet again on another Empire Day with the shadow and menace of a great world danger for ever removed, our hands interlocked, our hearts as one, our Empire united, safe and resplendent. God save the King, and God preserve the Empire.

Nature has made occupation a necessity to us; society makes it a duty; habit may make it a pleasure. — *Capelle.*

SEA POWER.

J. VROOM.

For a hundred years the people of the British Isles have rested quietly in the assurance that their homes were safe under the protection of the Royal Navy. When the "wooden walls of England" gave place to iron ships, the walls were stronger and the homes were safer than before. And all was well.

"Rule, Britannia; rule the waves;
Britons never shall be slaves."

The two sentiments expressed in the couplet are closely related in our minds, as cause and effect. True it may be that Switzers are not slaves, although they have no ships; yet their case is different, and few of us would ever question the theory which has governed our state policy for generations, that the freedom and safety of Britain's trade and Britain's widely scattered colonies, and even the very existence of the Empire, depend upon the preponderating strength of the British navy.

Just fifteen years ago, Germany, already the leading military power of Europe, and possessed of an army supposed to be invincible, planned and commenced to build up a navy that should some day be strong enough to challenge the supremacy of the British fleet. This was very openly stated; and the ever increasing strength of the German navy since that time has constituted what we learned to call the German menace. The final answer of the British Admiralty to the German plans was the determination to build two ships for every one built by the Germans, and to keep always ready for action in or near the North Sea a fleet that should outnumber the German fleet two to one.

But Germany hastened her preparations, began to build her ships more rapidly, and more secretly, so that their number might not be known; and enlarged the Kiel Canal so that the greatest of her battleships could go from one sea to the other at will, thus giving her navy command of both seas from the same base, and greatly increasing its effective strength. At the same time she improved her submarines, hoping by means of this new craft so to reduce the number of British ships that the two fleets might meet on nearly equal terms on the day of the great battle which should decide the issue.

With all these preparations, war was inevitable, unless Germany should at last relent, or Britain yield without fighting. Germany did not relent, and Britain did not yield.

It was expected, both in England and in Germany, that the great struggle would not begin until this year or next. But the Kiel Canal was finished in June last, and the war began in August.

No doubt this is the war which President Kruger thought he was starting in South Africa years ago — the war which he said would stagger humanity; but Germany was not ready then. Later there was a saying that Germany would strike when Germany's hour had struck, meaning when she thought that it would be most to her advantage, and that prediction has come true.

Perhaps we should say that there are really two wars now in progress — a war with Russia and France, for the protection, not to say the extension, of German and Austrian territory, and for the extension of German influence in western Asia; and a war with Britain for control of the seas. We can very well believe that Germany would have preferred to finish the first war before the second began; yet, as events have proved, she was in great measure ready for both. Her claim that Britain, France and Russia began the war is disproved by the fact that the British and French armies were not ready for it, and are hardly ready yet; while the Russian fleet and army may not be fully ready for another year. But the British fleet was ready, and its power was immediately felt.

Never in the history of the world has there been such a wonderful example of the value of sea power as we see today. The last of the German cruisers known to be at large has been driven from the ocean. German merchant ships disappeared long ago, and the German battleships are confined to their home ports. A few submarines in the coast waters of Europe interfere to some extent with the trade of the Allies; but so little that their effect is hardly noticeable. Mail and passenger ships sail as usual. British armies from the United Kingdom and British armies from overseas have been safely transported to their destinations without loss of a man. British and French ports are open to the ships of neutral nations, while the ports of

the enemy countries are practically closed. Britain's ships have the freedom of the seas, her commerce goes uninterrupted, her food supply for the homeland is safe, her telegraphic communication with the colonies and with neutral countries is unbroken, her power is felt everywhere, and all because of the unquestioned superiority of her battle fleet. Were that to fail, she would soon be subdued and the British Empire would be no more.

HINTS FOR MAY AND JUNE.

Empire Day.

May is a particularly interesting month in the schoolroom. The lassitude and restlessness that affect teachers and children alike in the first mild days, give way to the fresh vigour and stimulation of thought that comes with the increasing strength of the sun, and the stir of life in the growing things about us. There is more enjoyment in being out of doors, and more of outdoor life can be brought into the schoolroom. The suggestions given in the April REVIEW, by Miss Cossitt, Professor Perry and Professor DeWolfe, for observations and their records in the schoolroom, are no doubt followed more or less closely by all country teachers.

And all Canadian children look forward eagerly to the great spring holiday, Victoria Day. The memory of the great Queen is linked in the minds of many town dwellers with the delight of the first escape into the country after the long winter. This is for all, children and elders alike. As yet our Empire Day celebrations are confined practically to our schools.

Some teachers find the keeping of Empire Day an irksome task. It requires an effort to break through routine, and arrange a special programme. It takes some skill to keep children well in hand when they are excited, as they easily become when routine has been broken. And it is not easy for a teacher working single handed to summon to her aid the enthusiasm necessary to make the observance of the day a success. But probably the reason for most of the indifference is that teachers do not fully understand the object of Empire Day, and secondly, do not know how to go to work to attain it.

Well, in the first place, it is required in the

régulations, and so is a simple matter of duty; "such exercises as will tend to cultivate a love of country and loyalty to the Empire should be carried out with spirit and earnestness." (*Manual of School Law for New Brunswick.*) A duty that is done half-heartedly and grudgingly, without "spirit and earnestness," is always tiresome and irritating. Faithfulness in duty binds us more than ever today, in the face of the danger that threatens our country, and of the splendid devotion and self sacrifice with which her sons and daughters have met it. Sir John French wrote from the front to his wife to tell the women to be worthy of the brave men who were fighting for them. They are giving their lives, and shall we hesitate to give our time and labour and to sacrifice our own little prejudices and self-indulgences to our duty? I believe there is no task too small to be met in this spirit. How much more should we feel it when the task is such a great one — to prepare our children to take up the trust of citizenship.

Special observance of Empire Day in connection with the war is urged by the authorities. The words of Lord Meath, who has done so much to encourage Empire Day throughout the British Dominions, deserve particular attention. This is the moment, he says, "when the watchwords of the Empire movement — Responsibility, Duty, Sympathy, and Self-sacrifice should ring in the ears of every subject of the King."

"Love of country is a gift of God," said a brave Scotch nun, writing from a Belgium convent in the first terrible days of the invasion. And we have to admit sadly that there are people to whom that gift has not been given. If our love for our country is weak and selfish, we ought to pray that it may be made stronger and deeper, and that we may help to instil it into the children under our care.

Other nations teach patriotism in their schools much more definitely and directly than we do. They make full use of the opportunities of national holidays. The Germans have been called upon to observe Bismarck's birthday, April 1, "in a manner deep, far-reaching and mighty." In what spirit is it to be celebrated? In the spirit of hate — hate for England. The writer of the instructions, an officer of high rank, calls upon the teachers of Germany in these words, "You thousands of teachers to

whom millions of German children look up with eyes and hearts, teach Hate, unquenchable Hate! You guardians of the truth, feed this sacred Hate!"

Thank God, we have better ideals than this to set before our children. And we must teach our lessons as ardently and faithfully as our enemies teach theirs. After the war, the Empire will have new and difficult problems to solve, and tasks to fulfil; the boys and girls now in our schools will be the men and women who must be trained to meet them.

The spirit that we wish to invoke must be based upon solid knowledge of geographical and historical facts, and this knowledge should be gained during the year, and drawn upon for summaries and review for the work in school on the morning of Empire Day. The extent and population (in round numbers) of the Empire; the situation of the different parts; the names, capitals, form of government, races, and distinctive importance of the self-governing Dominions and India, and of the great crown colonies; some knowledge of the great men who have helped to found or to build up the Empire; the causes of the great war, and the share taken in it by the overseas Dominions; the origin of Empire Day, and the fact that in 1914 it was kept by millions of children all over the world. These are things that should be learned in preparation for Empire Day.

The other overseas Dominions should be studied. There can be no interest without knowledge, and how can we feel the bond that unites us with all the parts of the Empire if we know nothing about those countries and their share in our common inheritance and responsibilities? Especially in connection with the war, dwell upon the part taken by Australia, New Zealand and India. The REVIEW "Current Events" columns will give information about them. Especially lead your pupils to see that the ready loyalty and devotion of all parts of the Empire are a witness to the freedom and justice of British rule. This is particularly marked in the case of the generous offerings from India, whose people do not govern themselves, and the steadfastness, on the whole, of the Dutch in South Africa, who fifteen years ago were fighting against us.

What feelings and resolves should be the out-

come of this teaching? First, the ennobling feelings of sympathy and enthusiasm that come with the sense of being part of a great whole, flooding out all narrow pride and envy and selfishness; and then, the desire and resolve to be worthy citizens of so great an Empire. Feed these enthusiasms with stories of our best and greatest men and with the noble words of great poets.

We give elsewhere some suggestions for Bible readings for the opening exercises. The following songs are named in "The Federal Magazine" as suitable: "Home, Sweet Home," "Hearts of Oak," "Auld Lang Syne," "Scots Wha Hae," "The Blue Bells of Scotland," "Rule Britannia," "Land of My Fathers," "March of the Men of Harlech," "The Minstrel Boy," "The Harp that Once," "The Flag of Britain," "Britannia's Sons," "Land of Hope and Glory." "O Canada" and "The Maple Leaf" will probably be on every programme. See that the children understand the words of the songs, as far as they can. Use them for oral and written composition work. A primary teacher in St. John elicited these explanations of lines in a favorite song. "Britain always stands for justice." *Small Boy*. "She'll look after the little fellow." "Britain's sons will rally at her call." *Six-year-old*. "Our daddies will get spunky enough to leave us and go help her."

Do your best to have the National Anthem reverently sung. It is not merely an expression of our own loyalty, it is a prayer to Almighty God.

Lessons on the flag should include one on the respect due to the flag as the symbol of our King and country, and children should be trained to handle it carefully, and never to let even a little flag fall in the dust to be, perhaps, trodden on or kicked about.

Poems for suitable recitations will be found in this and other Empire Day numbers of the REVIEW, and in the collections named in our last issue. All children should learn at least the first verse of Kipling's poem:

Land of our birth, we pledge to thee,
Our love and toil in the years to be,
When we are grown and take our place
As men and women with our race.

It will be found in full in the hymn book of the Church of England in Canada.

Empire Day teachings seem to us of such importance this year that we have given them nearly all our space, and can say nothing about June. The primary teacher, however, must not forget that the children's poet, Robert Louis Stevenson, was born on June 8, 1845. From "A Child's Garden of Verse" teach, "Singing," "Where go the Boats," "The Hayloft," "Flowers."

EMPIRE DAY IN AN UNGRADED SCHOOL.

In the March number of the REVIEW we offered a chart of the flags of the world to the teacher sending us the best short account of how to celebrate Empire Day in an ungraded country school.

Six letters on the subject have come in, and it has not been easy to decide which is the best. Some writers content themselves with giving rough notes, rather than a connected account, or a detailed programme. Some do not mention the war at all. Only one gives suggestions for both morning and afternoon programmes. As there is not one that seems to us altogether satisfactory, instead of printing the prize-winning letter as a whole, we give what seem to us the best suggestions of the different writers.

"Hoisting and salutation of the flag at nine o'clock. While the flag unfurls children and teacher join in "The Red, White and Blue," or any suitable patriotic song. The pupils then form in line, and bearing tiny flags, march to seats."

"For Bible reading I suggest Deuteronomy VIII." "Composition writing and reading by grades IV and V on "Our Empire" or other patriotic topic. Flag drawing and painting by grades I, II and III, followed by a short lesson on the flag by the teacher. "Canada's duty. How Canada has proved her loyalty. Why she should be loyal." These are presumably subjects for discussion or composition.

"Have map lesson on the Empire. Older pupils locate the British possessions. Mention their value to the Motherland, and her value to them."

"Let the children apply these quotations to Britain — "The sun never sets on her territories. (Other quotations given)."

"Explain to the children why we celebrate

Empire Day — to awaken the people of the Empire to a sense of their serious duties and responsibilities."

"Sing patriotic hymns to enliven the children" (rather to induce the right mood of enthusiasm).

One teacher describes quite elaborate preparations for the afternoon meeting, including writing and decorating invitations and programmes during the hours for drawing and writing; this to be done at least a week beforehand.

All the writers suggest patriotic readings and recitations by the pupils, and addresses by clergymen or other prominent men. The following choice of subjects for such speeches and their arrangement is excellent. "The first speech near the beginning of the programme on "The greatness of the Empire" should give the pupils a true idea of its extent. Follow this by Kipling's "Recessional." The second speech on "How the Empire attained greatness," and the last at the close of the programme on "How pupils may help the Empire."

The prize is awarded to Miss Wilhelmina Hayward, Bedell, Carleton County, N. B., whose paper is the best as a whole. Miss Ruth Trerice, Wentworth Station, Cumberland County, N. S., deserves honourable mention, and some good suggestions were sent by Miss Nellie R. Corning, Beaver River, Yarmouth County, N. S., and Miss E. M. Marshall, Dewolfe, Charlotte County, N. B.

THE LEAGUE OF THE EMPIRE.

This is a suitable time to bring again before our teachers the aims and work of this organization, set forth as follows in the Toronto Mail and Empire of a recent date.

We should not be unmindful of those movements within our Empire, the object of which is to cultivate an enlightened, comprehensive and progressive spirit of patriotism, as wide as the Empire itself and as sympathetic as the aspirations and needs of all the varied nationalities within its bounds warrant.

Prominent amongst these movements is that entitled "The League of the Empire." This league was founded in 1901, in London, England, Lord Strathcona being the first president.

The fundamental aim of the league is to bring the overseas dominions more closely into touch with the Motherland, and to promote a better

understanding among all parts of the Empire by means of educational co-operation.

The league has from the first made a special effort to unite the schools of the Empire in management and in methods. Two courses have been followed:

(1) Representative gatherings have met three times in London, to which delegates have been sent from all parts of the Empire, to consider every phase of educational progress. The next convention will be held in Toronto in 1916.

(2) Teachers in all parts of the Empire are introduced to each other by correspondence, for the exchange of school work and methods of teaching.

(3) Pupils are also linked with pupils in different parts of the Empire for correspondence on any subjects that may be of mutual advantage.

A Canadian branch of the League of Empire was formed in 1912. As the next meeting of the Teachers' Associations of the Empire will be held in Toronto at the invitation of the Ontario Government, in 1916, the officers of the Canadian branch are desirous that as many teachers and schools as possible may unite with the league.

The membership fee is one dollar per annum for each school, and for this fee the following advantages are secured:

(1) All the teachers in the school may be officially connected with the teachers in a school in some other part of the Empire.

(2) The senior pupils may be placed in correspondence with a school or with schools in other parts of the Empire.

(3) The league magazine will be sent four times each year.

(4) Members may use the league clubhouse while in London. Correspondence may be addressed to the club, 28 Buckingham Gate, London, and the rooms may be used for writing and reading.

(5) Special arrangements are made each year by the head office that all overseas members of the league who are in England should be personally invited to historic spots and given unique opportunities to see the most interesting things in and about London.

(6) The Canadian branch of the league will arrange and conduct excursions to the Homeland

each year at the lowest possible rates for teachers and their friends.

The president of the Canadian branch of the league is Maurice Hutton, M.A., University College, Toronto; the honorary-secretary is Mrs. H. S. Strathy, 71 Queen's Park, Toronto and the honorary-treasurer is Mr. Henry Baker, 23 Roxborough street west, Toronto.

NOT A PEACE BUT A TRUCE.

LADIES' NATIONAL COMMITTEE SEND OUT A CIRCULAR.

In connection with letters and circulars that have been sent broadcast throughout Canada, especially from neutral countries, for the purpose of bringing the war to an immediate close and generally propagating a peace movement throughout the country, the following important statement has been issued by the National Committee for patriotic service. The statement is signed by Mrs. Gooderham, president, and Mrs. Plumtre, secretary of the Committee.

The statement is as follows: Letters and circulars in praise of peace have been issued, calling on women all over the world to unite in a great effort to stop the war. In some cases, signatures to a petition are requested; in others, membership in a peace society. In these circumstances the committee calls your attention to the following considerations:

Few indeed are the men or women who would hesitate to declare themselves "in favor of peace." No neutral nation can hate war with half the intensity of hate felt by the nations who are bearing war's burdens. But declarations in favor of peace may be represented as condemning all who fight, and such use has been made of them during this war. Though we hate war, and though we may admit that there is always wrong at the root of war, yet we cannot unconditionally condemn all war, nor regard all belligerents as equally guilty. History teaches us that nations and individuals have been compelled to draw the sword in defence of the rights of the weak and of the principles of truth, honor and liberty, holding these dearer than peace, and even than life itself.

The war in which we are now engaged is no mere scramble for gain, nor quarrel over rights in which all parties are alike to blame. It is

rather a struggle between the principles of law and of force—between the policemen and the armed criminal whose liberty is a menace to the neighborhood. In such a conflict, neutrality has no particular merit; while to entreat the policemen to stop fighting does not tend to promote peace, but only tends to prolong a period of terror and insecurity.

We have drawn the sword to defend the rights of the weak, the liberty of the many, and the pledged honor of the Empire. To sheathe the sword before these ends are achieved is to render useless the sacrifice of countless lives already laid down in defence of these great principles; for could we at this juncture secure peace, we should but leave to our children a dreadful legacy of hate and uncertainty. It would be, in truth, not a peace but a truce, lasting only until the nations had recovered sufficiently to test the issue once more by an appeal to arms; and worse than all, we should leave Belgium to its fate as a German province.

Shall not the women of this country bear their part in this war with the same high courage and steadfastness of purpose as animate our troops? And what is our share?

To possess our souls in patience during war's hardships and uncertainties; to refrain from embarrassing our rulers by demands for a premature and illusory peace; to prepare ourselves for the new conditions and duties which peace will inevitably bring while applying ourselves to the peculiar tasks imposed by war; and above all, so to bear ourselves, as to be an inspiration in courage and self-sacrifice to the men who are fighting for our Empire and for us. This is our share.

When Germany has learned that right is stronger than might; when the mailed fist no longer threatens Europe, then may we hope for a peace which our children's children may inherit. And with such a peace, we may hand on, unbroken, the great traditions of our Empire—honor unstained, liberty safeguarded, justice vindicated.

Such are some of the conditions to be considered before we unreservedly condemn war or make petitions for immediate peace.

Signed on behalf of the National Committee,

MARY R. GOODERHAM, Pres.

ADELAIDE M. PLUMPTRE, Sec.

77 King street East, Toronto.

BIBLE READINGS FOR OPENING EXERCISES.

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| 1. Psalm, xv. | 12. St. Matt., ix, 27-35. |
| 2. St. Matt., v, 1-10. | 13. Psalm, xxxiv, 11-22. |
| 3. Psalm, xix. | 14. St. Matt., xii, 46-50. |
| 4. St. Matt., vi, 5-15. | 15. Psalm, xxxvii, 1-9. |
| 5. Psalm, xxiii. | 16. St. Matt., xiv, 22-33. |
| 6. St. Matt., vi, 24-34. | 17. Psalm, xxxvii, 23-31. |
| 7. Psalm, xxiv. | 18. St. Matt., xviii, 1-6. |
| 8. St. Matt., viii, 5-13. | 19. Psalm, xci, 1-7. |
| 9. Psalm, xxvii, 1-6. | 20. St. Matt., xviii, 21-35. |
| 10. St. Matt., viii, 23-27. | 21. Psalm, xcvi. |
| 11. Psalm, xxxiv, 1-10. | 22. St. Matt., xix, 16-22 |

Bible Readings for Empire

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|----------------------|-------------------------------------|
| Deuteronomy, viii. | Psalm, xlvi. |
| Psalm, xxxiii, 8-22. | Deuteronomy, x, 12-15, xvii, 18-20. |

WHO, WHAT, AND WHERE COMPETITION.

This competition began in October, and the last set of questions was answered in the April number. Answers came in from ten different sources, but only three contestants persevered until the end. These are the M. L. L. Club of St. Stephen, N. B., M. V. L., and Jill. The prize goes to the first named, who got 90 marks out of a possible 118. Jill's mark is 67, and she would have run the prize winners hard if she had received the October number of the REVIEW. M. V. L., who sent in some excellent papers, got 64. The other contributors were Morleena Kenwigs, Peggotty, Zaire, A. L. F., G. B., J. E. M., B. H. C.

So much interest in the questions has been expressed that we have planned a similar set of papers for next year. One correspondent writes, "We all feel that they have been of great benefit to us, and I wish to thank you for the incentive to extensive reading." Another says, "I never knew before how many beautiful things had been said about friendship."

We thank all those who sent in answers, and hope to hear from them and from many others when the next contest begins.

The brave only know how to forgive; it is the most refined and generous pitch of virtue human nature can arrive at.

Cowards have done good and kind actions; cowards have even fought, nay, sometimes, even conquered; but a coward never forgave. It is not in his nature; the power of doing it flow only from greatness of soul.—Lawrence Sterne.

OUR FLAGS.

An Empire Day Play for Children.

JEAN T. LEAVITT.

[Any number of little children may take part. The two who do most of the talking should be older than the others.]

(A boy and girl come in.)

GIRL.— Think of those lazy children, asleep this lovely morning, when we have planned so much for our Empire Day celebration.

BOY.— (As the little people begin to stir outside). I think I hear them now.

CHORUS.— (Behind the scene).

It's the 21st of May,
Empire Day. Oh hurray!
We'll soon have a holiday
And play, play, play!

(Boys and girls run out; all join hands and sing to the tune of "Comin' Thro' the Rye").

Spring is coming, Spring is coming,
Birdies, build your nest;
Weave together straw and feather,
Doing each your best.

Spring is coming, Spring is coming,
Flowers are coming too,
Pansies, lilies, daffodilies,
Now are coming through.

Spring is coming, Spring is coming,
All around is fair;
Shimmer and quiver on the river,
Joy is everywhere.

We wish you a happy Empire Day.

(All bow to audience).

(Breakfast bell rings behind scenes).

GIRL.— Breakfast! let's hurry. Too bad we have to eat today!

(All run out).

(Boy and girl come in. Girl carries Union Jacks concealed in paper parcel. Boy has St. George's, St. Andrew's and St. Patrick's flags in his pocket).

BOY.— Have you brought the flags?

GIRL.— Yes, here they are.

BOY.— Let's take them out of the parcel.

GIRL (Trying to undo a knot).— Have you a knife?

BOY.— A knife! of course, every boy carries a jack knife. Here, hand over the parcel to me. (Makes as if to take it.)

GIRL.— No, I'll hold it while you cut the string.

(Noise without).

BOY.— (Listening) Here come the children. We'll see how much of yesterday's flagstory they remember.

(Enter children and form a semicircle facing audience).

Here is a flag for everyone. (Gives each child a Union Jack.) Now see how well you can answer.

GIRL.— (holding up big flag).

"A Union Jack we call it,
Now, why that "Union" word?"

ALL.— (holding up flags).

"UNION" means united,
And yesterday we heard
That our flag's the Union
Of the Red, the White, the Blue,
And the crosses of three countries
Are united in it too.

GIRL.— How nicely you have answered
The question put to you.
Now, see how well you'll manage
The rest of our review.

BOY.— My father is a soldier
Three flags (produces them) he gave to me,
And yesterday I told you
Their names and history.

(He hands St. Andrew's Cross to a little girl who steps forward.)

BOY.— Hold up the narrow white cross
That slants across the blue.

ALL.— St. Andrew's Cross for Scotland,
A loyal land and true.

BOY.— (handing St. Patrick's Cross to a second little girl).

Another cross, a red one,
It slants just like the white.

ALL.— St. Patrick's Cross for Ireland,
An Irishman's delight.

BOY.— (handing St. George's Cross to a third little girl who steps into line beside the other two).

A white flag with a straight red cross
The widest of the three.

ALL.— St. George's Cross for England,
For King, and liberty.

TOGETHER.— (holding up flags).

Then England's, Ireland's, Scotland's flag united stands,
To rule and claim the loyal hearts in British lands.

(They march and sing "Up with the Union Jack, Boys" or "We'll Never Let the Old Flag Fall.")

THE REAL TEST IN SCHOOL EXAMINATION.

The teacher stood watching the class in algebra take a test. It was a fair examination, containing no "catch" questions, but problems similar to those which the pupils had solved day after day. There was no need of haste, for the teacher had said, "Work carefully, take the problems in order; I shall rank you on what you do, whether five or two." Again, "Do not hurry; it is correctness, not amount, which counts."

The boys were working deliberately, with here and there a frown at a problem which would not "come right;" but there was no such placidity among the girls. Each face was tense, fingers flew, there were mad dashes after erasers, gasps of consternation, and one girl, with hands clenched, actually jumped up and down in her seat. At the striking of the gong they fled out of the room, utterly wearied. All this nervous force was expended on an ordinary test, the like of which, in some study, they met once a week.

The papers handed in were such as one would expect under these conditions. Those written by girls who work best under pressure were perfect, but most of them fell below the daily work; several contained portions of each problem, but not one completed. The owners proffered time-worn excuses with glibness: "I never do anything on tests;" "I always go to pieces;" "I had a headache;" and over and over. "I was nervous."

For once they received no sympathy; the teacher had been considering whether or not an examination is such an ordeal as it is customarily considered. When she returned the corrected papers she talked not about the failure in mathematics, but the failure in self control.

"I can teach you mathematics," she said, "but I can't teach you self-control. No one but you yourself can teach that. You offer 'nervousness' as an excuse for failure. You are on the road to being nervous women—the kind of women who 'go to pieces' in an emergency, who have nervous prostration when things go wrong. All of you know women of that class, and many of you know how much unhappiness one causes. If you want to be that sort of a woman, no one can stop you. On the other

hand, if you want to be a helpful, reliable woman, the kind one naturally turns to in trouble, you can make yourself so, but you have got to begin now to control your nerves.

"You can begin by learning to take tests calmly. Tests do not stop with school; there will be test days all your life. If you go into an office, there will be days when your employer will be disagreeable, the accounts will be tangled, and you will make mistakes in your dictation. They will be test days. If you are a teacher, there will be times when the classes will be maddeningly stupid and the pupils exasperating. If you are a house-keeper, there will be mornings when the bread will not rise, the cake will burn, the milk sour, and the meat fail to come from the market.

"You are going to meet those test days just as you meet school tests now. If you can keep your head, you'll succeed. If you lose your grip and go to pieces as you did yesterday, you will be a failure. Anyone can work when all is smooth. It is a crisis that shows what one is made of.

Some of the girls giggled, some sulked, but most of them seemed to be considering the new idea that "nervousness" is not unconquerable. When the time for the next examination came, the teacher said:

"This is to be not only a test of your knowledge of algebra, but also a test of your self-control. Whether you do all or none of the problems, one thing you are to do—keep a grip on yourself."

During the next hour, whenever she saw the tense look, the rigid pose, she said firmly, "Quiet down; we are not going to be nervous to-day," and the girl instantly relaxed. As a natural consequence, the papers of this easily taken examination were the best of the term.

If teachers in school and parents at home would unite in discouraging the view of examinations which holds them unavoidable but abnormal ordeals in which "cramming" and luck are prominent factors, and substitute the thought that just as school work is a forerunner of world work, so school tests are preliminary training for life tests, the pupils themselves would come to look upon the matter in the same light. A test should never be considered a legitimate excuse for "nervous-

ness." An actually nervous girl should be under a physician's oversight, eating, sleeping and studying according to his directions, but in most cases the nervousness is under the girl's own control, though she may not believe it. Some girls insist that they cannot help giggling in class, but when every outburst of hysterical snickering is instantly punished, they find that they are able to control themselves.—*Western School Journal*.

FOR THE BLACKBOARD.

Fear God, Honour the King.

Responsibility, Duty, Sympathy, Self-sacrifice.

Let your thoughts be high,
Great hearts are glad when it is time to give.

Not failure, but low aim, is crime.—*Browning*.

Lord God of Hosts, be with us yet!
Lest we forget. Lest we forget!—*Kipling*.

Fellowship is life, and the lack of fellowship is death; and the deeds that ye do upon the earth it is for fellowship's sake that ye do them, and the life that is in it shall live on for ever and ever and each one of you part of it.—*WILLIAM MORRIS*.

The time of the singing of birds has come.

The welcome guest of settled spring
The swallow, too, has come at last.

Such a starved bank of moss!
Till, that May morn,
Blue ran the light across —
Violets were born.

—*Browning*.

New occasions teach new duties,
Time makes ancient good uncouth,
They must upward still and onward,
Who would keep abreast of truth.

—*Lowell*.

He serves his country best
Who lives pure life, and doeth righteous deed.

If you were born to honour, show it now;
If put upon you, make the judgment good
That thought you worthy of it.

—*Shakespeare*.

Righteousness exalteth a nation.

EMPIRE DAY QUOTATIONS.

NON NOBIS SOLUM.

Today where'er on loyal winds,
The Empire's flag is blowing
Methinks perchance as ne'er before
The blazoned cross is showing.

For sacrifice the cross still stands;
The old flag tells its story
That never yet did selfish aim
Blaze out the path to gory.

And they who love — aye, truly love —
That old flag proudly streaming,
Will show that love in service true
And sacrifice, not dreaming.

And they who fight beneath its folds
Will find true love constraineth
That never act or word of theirs
Its boasted honour staineth.

True Britons! ours a heritage
Long centuries have hoarded;
We dare not risk the nobler gifts
And choose the base and sordid!

We dare not compromise with wrong;
Our lofty standards lower
To do the things we loathe and hate
For selfish gain or power.

Unsullied let the old flag fly!
Still let the Empire's story
Be one of justice, truth and right
That way alone lies glory!

—*Emma Veasey*.

LAND OF MY FATHERS.

Land of my fathers! wheresoe'er I roam,
Land of my birth! to me thou still art home,
Peace and prosperity on thy sons attend
Down to posterity their influence descend.

Though other climes may brighter hopes fulfil,
Land of my birth! I ever love thee still!
Heaven shield our happy home from each hostile band,
Freedom and plenty ever crown our native land.

—*Welsh National Anthem*.

Britain's myriad voices call,
"Sons, be welded each and all,
Into one imperial whole,
One with Britain, heart and soul;
One life, one flag, one fleet, one throne,
Britons, hold your own.

—*Tennyson*.

MEN WHO DIE FOR ENGLAND.

Men who die for England
 Never die in vain.
 Dying conquerors, dying masters,
 Dying firm mid fierce disasters,
 England's every son
 Dying, duty done,
 Gives the life she lent him back again.
 Men who die for England
 Never die in vain.

Rushing seas they rode victorious,
 Conquering seas have made them glorious
 Where in marshalled rank
 Down to death they sank,
 Met in order stern the roaring main,
 Proud for pride of England,
 Died and not in vain.

Sons of Viking! old the story,
 Desperate odds and death-fight gory.
 Over all your graves
 Late or soon there waves
 Proud the flag ye held up high from stain,
 Floats the flag of England
 Fought for not in vain.

Beacon fires are ye whose ashes
 Fade; yet forth their splendor flashes
 Answers height on height,
 Bright and yet more bright,
 Answers all your England, hill and plain,
 Men who die for England
 Do not die in vain.

Prince and labourer, clerk and yeoman,
 One we rise to front and foeman,
 Who can dare forget
 Now to pay his debt,
 Give what England gave to her again,
 Men who died for England
 Have not died in vain.

— Margaret L. Woods, 1899.

A LITTLE BIT OF ENGLAND.

There's a little bit of England in my keeping, do you
 know —
 A little bit to toil for, and to love, come weal or woe;
 There's a leaf of England's story handed down through
 ages hard,
 And a bit of England's glory that I'd give my life to guard.

There's a little bit of England in my keeping, do you
 know —
 Wrapped about with wondrous legend of the times of long
 ago,
 When the cloud of battle darkened 'gainst the flag that
 flies today,
 And the knights to war-notes hearkened massing splendid
 for the fray.

There's a little bit of England in my keeping, do you
 know —
 A little bit of Homeland that God gives us here below;
 There's a little bit of England 'gainst the wide world that
 we'd hold
 Till it knew that men of England have the hearts of
 knights of old.

— From the "Pall Mall Gazette."

A NATION'S STRENGTH.

Not gold, but only men can make
 A people great and strong —
 Men, who for truth and honour's sake,
 Stand fast and suffer long.

Brave men who work while others sleep,
 Who dare when other fly —
 They build a nation's pillars deep,
 And lift them to the sky.

— Emerson.

"May I tell you, in a simple parable, what I think this war is doing for us? I know a valley in North Wales, between the mountains and the sea, a beautiful valley, snug, comfortable, sheltered by the mountains from all the bitter blasts. It was very enervating, and I remember how the boys were in the habit of climbing the hills above the village to have a glimpse of the great mountains in the distance and to be stimulated and freshened by the breeze which came from the hilltops, and by the great spectacle of that great range.

"We have been living in a sheltered valley for generations. We have been too comfortable, too indulgent, many, perhaps, too selfish. And the stern hand of fate has scourged us to an elevation where we can see the great everlasting things that matter for a nation, the great peaks of honor we had forgotten, duty and patriotism, and, clad in glittering white, the great pinnacle of sacrifice pointing like a rugged finger to Heaven. We shall descend into the valleys again, but as long as the men and women of this generation last they will carry in their hearts the image of these great mountain peaks, whose foundations are unshaken though Europe rock and sway in the convulsions of a great war."

— From the Queen's Hall speech of Rt. Hon. David Lloyd George, Chancellor of the Exchequer.

QUESTIONS ON THE WAR.

1. What act was the immediate cause or occasion of the war?
2. On what date did war begin, and between what two countries? Relate briefly the steps by which all the nations now fighting came into the war. On what date did Great Britain declare war?
3. What nations formed the Triple Alliance The Triple Entente?
4. What was the first remarkable event of the war? The first great victory for the Allies? The first capture made by one of the overseas Dominions? The first great naval victory won by British ships?
5. What German colonies have been taken by the Allies? Answer in detail.
6. Give particulars of the battle of Ypres? Why is it called "a decisive action?" What did it decide?
7. What can you tell of the share taken by (a) India, (b) Australia, (c) New Zealand (d) South Africa, (e) Newfoundland, (f) Canada, this war?
8. What is the importance to the Allies of the possession of the Suez Canal? By whom is it guarded, and against what forces?
9. Name the leader of the rebellion in South Africa and is the general in command against him.
10. What change in government has taken place in Egypt?
11. "The largest fleet of warships ever assembled for active service?" Where is this fleet? Of the ships of what nations is it made up, and what is it doing?
12. What is the first stronghold taken by the Russians, and what advantage does the capture give them?
13. Where are the following, and what is their importance in the present war:—Constantinople, Cracow, Antwerp, Bordeaux, Kiao-Chan, Liege, Neuve Chapelle, the Aisne, the Bosphorus, Calais, Louvain, Rheims?
14. Write short notes on Lord Kitchener, General Joffre, Admiral Jellicoe, General French, Sir Edward Grey, Mr. Asquith, President Poincare, King Albert.
15. What have (a) Poland, (b) Armenia to hope for from the results of the war?
16. Write in a list the names of the countries engaged in the war, opposite each write in separate columns: (a) the form of government, (b) the names of the ruler, (c) the name of its capital.
17. What answer would you give to the question, "Why is Canada at war?"
18. What was Lord Roberts message to the children of the Empire? What did he say was

the supreme duty of the citizen at the present time?

19. What amount of money has been recently voted by the Dominion Parliament for carrying on the war? Tell some of the ways by which this money is raised?

20. What has been the greatest work and triumph of the British fleet?

[These answers to nearly all of these questions are to be found in the pages of the REVIEW, chiefly in the Current Events columns, from August to May.]

THE ROMANCE OF THE BRITISH EMPIRE.

In my view the British Empire is the most romantic and wonderful thing in the history of the whole world. It is the only Empire ever founded on freedom, the only Empire which could claim that its outlying parts were buttresses of the central structure. Its history, if we choose to follow out the threads, is as complete a romance as the most ingenious weaver of plots could wish to find, and it has the added allurements of being the romance of fact, not of fiction. It is difficult in a few lines to conjure up that romance so that we may appreciate in its full significance the *denouement* which should come from four centuries of world-wide endeavour and accomplishment. As I read of Canadians in their thousands crossing the Atlantic to fight for the motherland, of Sikhs and Ghurhas being landed at Marseilles to fight for France as the ally of Great Britain, of Australians and New Zealanders crossing the southern seas to defend Egypt from the German-led Turk, of Dutch and British fighting side by side under the leadership of General Botha to preserve South Africa inalienably for the British flag, my mind surges with thoughts of Cabot in his merest cockle-shell making his way over the waters of the Atlantic to the new isle for which Henry VII made him the munificent present £10; of the long struggle of Spain and Portugal, of France and England, to find a sea route to the Spice Islands of the east in order to capture the trade which passed over the desert now pierced by the Suez Canal; of the quest for the Austral land which when found was thought little of and was ultimately selected as best fitted for the convicts of England; of the desperate fights between England and France for the overlordship of the native races at the cape. I think of Queen Elizabeth and Sir Walter Raleigh, of Drake and Hawke and Rodney, of Clive and Wolfe, of Nelson and Wellington, and a thousand others who played heroic parts in the world-drama which opened with Columbus and Vasco da Gama when the one reached the west, and the other the east, Indies.

EDWARD SALMON.

CURRENT EVENTS.

By a recently invented process, caffeine, the alkaloid which causes the stimulating effect of coffee and tea upon the heart and nerves, can be extracted without much injuring the aroma and flavor.

The common mussel of the sea shore now finds a place on the bill of fare of some of the leading hotels in Boston. Once regarded as a wholesome article of food by the residents of our sea coast towns, its use was abandoned because it was said that some people were poisoned by it.

The discovery of a navigable channel in the delta of the Kuskokwim river, Alaska, opens a new avenue of commerce. The river itself is navigable for a distance of six hundred miles from its mouth.

The Cape Cod Canal has been deepened so as to permit of the passage of vessels drawing eighteen feet of water. Since last July, when the canal was first opened to traffic, over two thousand vessels have passed through.

We have been told that the war would really begin in May. It has already begun for the Canadians; who, in the second great battle of Ypres, on the twenty-second of April, held an important position, with great credit to themselves, but suffered heavy loss. The Germans, in immense numbers, had made an attack a little to the north of Ypres, hoping to break through the lines of the Allies. Instead of using artillery to clear a way, they used a heavy suffocating gas which compelled some of the French troops to fall back. The Canadians, who were next in line, were obliged to retire, so as to keep the line unbroken. In doing so, they lost four of their big guns; but they recovered these later in the day. Reinforcements came and the advance of the Germans was checked; but it was the heroism of the Canadians that saved the day. The battle continued for several days, the Allies recapturing most of the ground that they had lost; but there is every reason to believe that the Germans will renew the attack in the effort to force their way through to Dunkirk and Calais. On the last day of April, Dunkirk was bombarded by German shells supposed to have come from great guns in a hidden position more than twenty miles away.

It is not surprising that the valor of the Canadians should win applause in Britain and France, as well as in Canada where the rejoicing is mingled with grief; but there was unexpected sympathy in the statement of a leading New York weekly that every American's heart beat faster when the news was flashed across the ocean. "In this supreme and solemn hour of victory," the editor of the "Independent" says, "when the blood of her sons reddens like the maple leaf the clay of Belgium, we realize more than ever that Canada's heritage and civilization are ours also. The Canadians are Americans." This second battle of Ypres, or battle of the Yser Canal, as it will probably be called, has not only brought the war nearer to us, but has brought us nearer to our neighbors. There has been much fighting in other parts of the western field during the month, but without important results.

At sea there has been the usual story of the sinking of vessels by German submarines, with more than the usual disregard for the lives of neutrals and non-combatants.

There is a report that eight of these submarines were entrapped and destroyed by the British on the last day of April.

A French cruiser has been torpedoed and sunk by an Austrian submarine on the coast of Italy.

After taking several of the important passes of the Carpathians, the Russians have been halted in their southward movement by German and Austrian armies which are threatening them on the east flank and on the west. A successful movement from either direction would cut their communications.

Of the three long battle lines, from the Baltic to the Carpathians, from the Danube to the Adriatic, and from Switzerland to the English Channel, the Russians hold eight hundred and fifty-one miles, the Serbians and Montenegrins two hundred and seventeen miles, the French five hundred and forty miles, the British but thirty-one miles, and the Belgians seventeen miles.

The entrance of Turkey into the war had the desired effect of drawing off Russian troops for the protection of Russian and Persian territory in the Caspian region, and British troops for the protection of Egypt. A small army of French and British troops is acting in co-operation with the fleet in the Constantinople expedition, and landings have been made at three points along the coast. Australian and New Zealand troops are among the British forces. Another British army at the mouth of the Euphrates is principally of Indian troops. The South Africans have all that they can do to carry on the war along their own borders, and have recently made considerable progress in the conquest of German Southwest Africa. If these scattered forces could be used in Europe against the armies of the Central Empires, they would make a welcome addition to the strength of the Allies.

The Queen Elizabeth now at the Dardanelles, and another new British ship which has just joined her, are the most powerful ships afloat; but it is said that a new type of battleship is now laid down in an English shipyard which will be far more swift and more powerful than they are, and will necessitate the adoption of new methods in battleship construction by all nations.

It seems strange to learn from Chili that the nitrate fields have stopped work because of the war in Europe, throwing fifty thousand men out of employment.

The Prince of Wales was actively employed as a despatch bearer in one of the recent great battles in Flanders. The Duke of Brabant, eldest son of the King of Belgium, has enlisted as a private in one of the Belgian regiments.

A military aviation school is to be established in Toronto, and there are over a hundred applications for admission.

The defeat of Villa by Obregon, Carranza's leading general, has brought about a new situation in Mexico; but it is not believed that either Carranza or Obregon will be able to form a stable government. Meanwhile Huerta, formerly provisional President of Mexico, is now in the United States, and his presence may have some effect upon Mexican affairs, even if he does not attempt to place himself again at the head of the government.

SCHOOL AND COLLEGE.

The Nova Scotia Farmers' Association are urging upon the provincial government the advisability of having agricultural subjects treated in the textbooks in grades three to ten.

At the closing of the Evening Technical School of New Glasgow, N. S., Principal McLeod presided and the students were addressed by Professor Sexton of Halifax and by School Commissioner McColl. Thirteen classes in all were held during the session, and testimonials were presented to the students who had made most progress. Exhibits of drawing, dressmaking and cooking witnessed to the excellence of the work done.

Of fourteen Canadian Rhodes scholars who, but for the war, would now be in residence at Oxford and are serving either with the army or the Red Cross Society, six are from the Maritime Provinces. These are:

V. K. Mason, Nova Scotia, 1914, Clearing Hospital, Canadian Expeditionary Force.

W. M. Billman, Nova Scotia, 1913, 16th Batt. (Universities and Public Schools), Middlesex Regiment.

A. N. Carter, New Brunswick, 1913, 2nd Lieut. 8th Batt. Yorks and Lancashire Regiment.

A. L. Collett, Prince Edward Island, 1913, 2nd Lieut. 8th Batt. Gloucester Regiment.

H. T. Reid, Nova Scotia, 1912, 2nd Lieut. 9th Division R. F. A.

F. M. Smith, New Brunswick, 1912, 2nd Lieut. Lancashire Fusiliers.

In the Amherst, N. S., "News and Sentinel" of April 10, Supervisor Lay pays a warm tribute to the memory of Miss Elizabeth McKinnon, who lately died in California. Miss McKinnon was for ten years a member of the Amherst school staff, and afterwards became preceptress of the State Normal School of San Jose, California.

The Board of Governors of Acadia University have decided to erect a new Academy building to replace the one lately burned. The new Academy will cost about \$30,000 and will be built on a lot south of the former site and near the college buildings. There will be accommodation for from fifty to sixty students.

The four weeks course at the Sussex Agricultural School was most successful. Twenty-four students attended throughout the session.

Ontario has about 270 rural schools in which agriculture is one of the subjects taught, and about 245 schools hold fairs each autumn to exhibit products or live stock grown or cared for by the pupils. The provincial Department of Agriculture has a plan to induce the children in the rural schools to raise potatoes, a bushel each child, for patriotic purposes. Teachers' salaries are increasing in Ontario, especially in the rural schools.

Mr. J. Stewart Henry of the St. John, N. B. teaching staff, has leave of absence on half pay to take a six weeks' military course at Ottawa.

Prince Edward Island has an organization known as the Southern Teachers' Association, which comprises all the teachers of the seventh school inspectorate of the province.

This association has as officers: Honorary president, Mr. Vernon Crockett; inspector president, H. Christopher; S. Mellish, vice-president and secretary-treasurer, A. B. Simpson.

The object of the association is to draw the teachers together for mutual benefit and for furthering the teaching profession generally.

The meetings are held fortnightly and the programme consists of speeches, papers, discussions, and the solution of any private difficulty a teacher may have.

Miss Edna Golding, lately of the staff of the Model School in Fredericton, N. B., was married on April 7th to Mr. John A. Reid, vice-president of the Hartt Boot and Shoe Company.

RECENT BOOKS.

A wonderful little shillings-worth is given in the war edition of Philips' Pictorial Pocket Atlas and Gazetteer. Inside the front and back covers are maps of the eastern and western war areas, respectively. Then we have three pages of fine print on the events that led to the war, British and German army organization, and the comparative strength of the belligerents. Then follow physical relief maps and typical illustrations, and political maps brought up to date. Of special interest at this time are the comparative maps of the world in 1500, 1800 and 1910, showing colonial expansion and communication. There are diagrams showing the comparative trade, manufacture, shipping, revenues, etc., of the chief countries of the world, and a gazetteer. This is just the book to have at hand when one of the countless questions that arise every day out of the war news, has to be answered promptly. [G. Philip & Son, 32 Fleet street, London, E. C.]

A convenient little edition of Macaulay's poems. Horatius, Lake Regillus, and the Armada is that of A. J. F. Collins, M.A., Oxon. It has maps, good and not too full notes and an introduction on Macaulay and the Lays. [University Tutorial Press, London.]

So many capital books are now issued cheaply that deal with both main and side issues in English history that there is no excuse for the history teacher whose lessons are dull for lack of illustration and comment. THE STORY OF ENGLISH INDUSTRY AND TRADE is simply and entertainingly told for older pupils in schools by H. L. Burrows, M.A., and contains much information that throws light on the bald statements of the ordinary history text-book. Condensed as the tale has to be, the writer finds room for apt quotations and picturesque detail. The chapters on "the fierce devouring sheep" on the great trading companies, and the great sailors are full of interest, and we wish that every class studying the Norman period had the chapter on Domesday Book before them. The illustrations are good and educational. [Adam and Charles Black, Soho square, London. 205 pages, 1s. 6d.]

We have previously noticed Black's JUNIOR REGIONAL GEOGRAPHIES. The latest volume deals with THE THREE

SOUTHERN CONTINENTS, which are treated of together because "they present certain similarities, especially with regard to climate and vegetation." The plan of all these books is the same. They contain numerous maps and illustrations, and after each chapter of information is a set of summaries, questions and exercises. [Adam and Charles Black, Soho square, London. 184 pages, 1s. 6d.]

The House-Fly.

Dr. C. Gordon Hewitt, Dominion Entomologist, has set forth a volume of 382 pages a carefully prepared and most instructive work in the House-Fly. The book is well illustrated with over one hundred figures. The colored plates of the House-fly, Lesser House-fly and Stable Fly are especially well executed. The work contains an extensive bibliography of the subject, and is divided into six parts of several chapters each.

Part I—The Structure and habits of the House fly.

Part II—The Breeding Habits; Life-history and Structure of the Larva.

Part III—The Natural Enemies and Parasites of the House-fly.

Part IV—Other Species of Flies Frequenting Houses.

Part V—The Relation of House-flies to disease.

Part VI—Control Measures.

This book will be read with interest by all students of nature, and to those particularly interested in this live subject it will be especially welcome.

It is published by the Cambridge University Press, Fetter Lane, London, E. C. Price, 15s, net.

N. B. OFFICIAL NOTICE. EMPIRE DAY.

The participation of teachers, school officers, pupils and citizens generally is asked for a special emphasis upon Empire Day observance during the present year.

The special day to be observed will fall upon May 21st, and the Board of Education is desirous that every school shall observe it, not only by a programme of patriotic nature, but in addition, during the afternoon, by a public meeting, which should provide for speaker, and at which the people of the district should be invited to attend.

The co-operation of Canadian Clubs, Daughters of the Empire, and all other patriotic societies throughout the Province is invited to assist in making observance of the day a notable one and worthy of the great crisis which calls it forth.

(Sgd.) W. S. CARTER,

Chief Superintendent of Education.

Educational Office, April 1, 1915.



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OFFICIAL NOTICE.

There will be a course of Physical Drill given at Fredericton this year, beginning July 13 next. There will be no bonus on account of the war. The course for Cadet Corps will not be given this year.

W. S. CARTER,
Chief Superintendent of Education,
Fredericton, N. B.,

New Brunswick School Calendar, 1915.

SECOND TERM.

- May 18.—Loyalist Day (Holiday for St. John City only).
- May 23.—Empire Day (Observe May 21st).
- 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 25.—Examinations for Class III License begin.
- June 3.—King's Birthday (Public Holiday).
- June 4.—Normal School Closing.
- June 8.—Final Examinations for License begin.
- June 21.—High School Entrance Examinations begin.
- June 30.—Public Schools close for Year.



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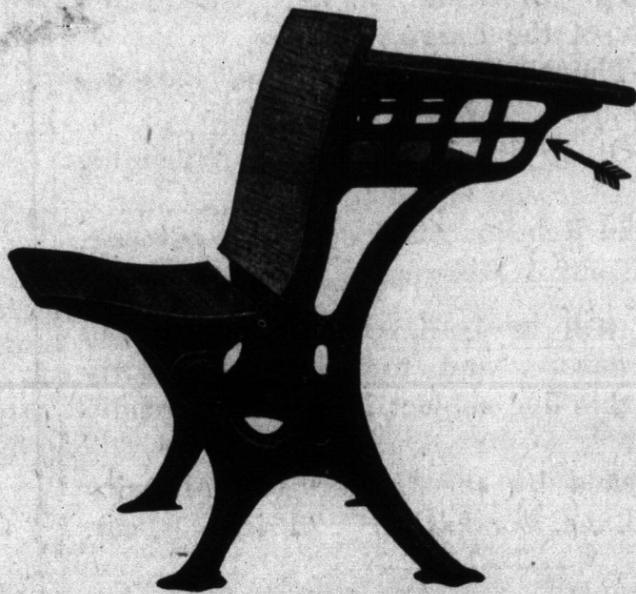
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Volume XXVIII.


ST. JOHN, N. B., CANADA, 1915.



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