

PAGES

MISSING

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The attention of all our New Brunswick readers is called to the important official notice on page 247, concerning the observance of Empire Day, issued by the Chief Superintendent of Education. The notice on page 248, in reference to physical drill, is also of interest.

To aid in the special celebration of Empire Day in the schools called for by the present crisis, the Women's Canadian Club of St. John, acting with the approval of the Chief Superin-

tendent, propose to send to every teacher in New Brunswick a leaflet containing appropriate selections and suggestions for a programme of patriotic exercises.

The May REVIEW will be an Empire Day number, and the supplement will be a picture of Lord Roberts.

The answers to the last set of questions in the Who, What and Where competition will be found on page 241. The announcement of the results is postponed until the May issue.

Will our readers please note that we do not undertake to send from this office the books that we recommend or notice. We give the publisher, and where possible, the price, of such books, and are ready to supply any information that we can, but not the books. Several times we have had to return money sent to us that should have gone to a bookseller.

The practical life is the life of steady, persistent, intelligent, courageous work, widening its horizon as the worker grows in knowledge, and by doing well what lies before him, fits himself for harder and higher tasks.—L. R. Briggs.

Happiness should be the accompaniment of the everyday life of all who are doing good, honest work with an intelligent mind.—Bishop Creighton.

Let us consider the letter "r." It is in our alphabet and we are obliged to use it. Why not accept the obligation gracefully and use the letter correctly? If we can spell such simple indispensable words as "modern," "pattern," "northern," "southern," "children," "February," why should we pronounce them "modren," "páttren," "northren," "southren," "childern," "Febuary."—Karshish.

NATURE STUDY OF ANIMALS.

H. G. PERRY.
Bird Study.

The following topics or suggestions for the study of birds follow closely the arrangement and questions given in Mrs. Comstock's "Bird Notes." If you are not using "Bird Notes," arrange the suggestions in a note book, and answer them in the field, while the bird is under observation. Give short answers to all questions, similar to those following first question under A. Do not trust entirely to your memory to carry away a true picture of the bird, but whenever possible make a chart, and mark in

11. Note color and shape of its bill.
12. Is the tail forked, notched, square or rounded?

B. Topics for additional study of birds,—

1. Migrations.
2. Nests and bird-houses.
3. Song and calls.
4. Color.
5. Food.
6. Relation of birds to man.

Migration is the most distinctive phase of bird life, and in a discussion of this subject we may, for convenience, group our birds as follows:

1. Permanent residents,—species that are



Fig. 1.—THE KINGBIRD,
a noted insect eater.

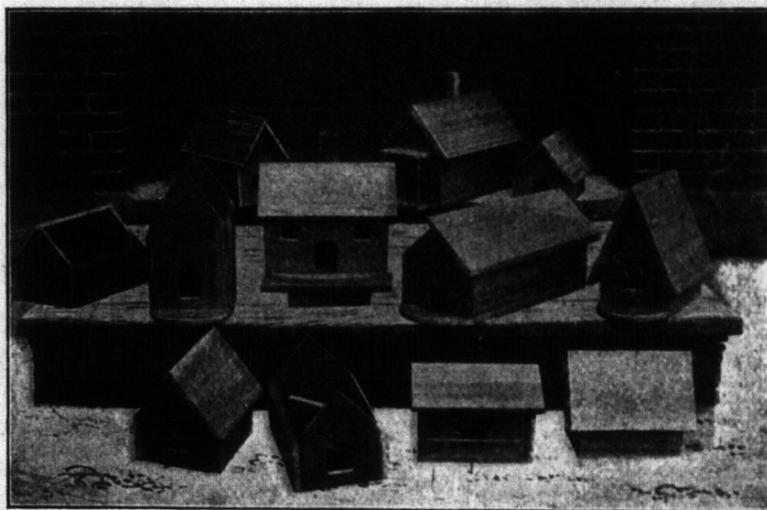


Fig. 2.— BIRD HOUSES.

the colors and peculiarities of form. One seldom sees accurately till he begins to record carefully.

A. Suggestions for identification study of birds.—

1. Where is the bird seen? Woods, border of woods, bushes, open fields, trees or bushes along fences, roadsides, border of stream, marsh, pond or lake, garden, orchard, about buildings.
2. Compare its size with that of the crow, the robin, or the English sparrow.
3. What are its most striking colors?
4. Does it show flash colors when flying? If so, where and what color?
5. In action is it slow and quiet or active and nervous?
6. Does it occur alone or in a flock?
7. What is its manner of flying?
8. Describe its song and call-note?
9. Where does it sit when singing?
10. Does it sing when flying?

represented in a given locality throughout the year.

2. Summer residents,—species that come to us from farther south in the spring, rear their young and return south in the fall.

3. Winter residents,—species that come to us in the fall and remain till spring.

4. Transient visitors,—species that nest farther north and winter south of us, and consequently pass through our country when migrating in spring and fall.

Every effort should be made throughout the year to become acquainted with our "permanent residents." Transient visitors and summer residents claim special attention during the months of April and May.

Keep records of returning birds, when first seen, and when seen in numbers. All school grades are interested in the bird-calendar. But migration is too large a subject to stop here. The question naturally arises: "Where do our mig-

ratory birds spend the winter?" Make outline maps to show the winter and summer homes of a few species, and show the paths of migration by broken lines. Study the nesting range of each as given in Chapman's "Handbook of Birds," or any other good bird-book, and indicate this area by dots.

You will find that the movement of birds is often very extensive; in some cases they migrate thousands of miles, from South America to the northern parts of North America. The data, as given by Chapman for the Kingbird, show that it is an extensive traveller, and breeds over a wide range.

Make a map for this species, also maps for the Bobolink and Redstart.

Why do birds migrate? Is migration an instinct or a habit? Space will not permit a discussion of these questions further than to say, that some modern naturalists think that the change of climate which took place during the glacial period affords an explanation of the phenomenon of migration. But this theory is open to many objections. Read up the subject of migration as opportunity presents.

Study the nests of birds, form, materials of construction, location, etc., etc. Make a map of your locality showing the sites of nests, naming the species owning them, and also giving the name of the shrub or tree in which they are found. Go over the ground again in the autumn, after the leaves fall. Review your map and note how many nests escaped your notice, when the leaves were on. Why do birds take such care to conceal their nests? Correct your map and note that it is in reality a bird census of the locality. Is it rich in insectivorous birds?

Much can be done to increase the bird population of a district by planting trees and shrubbery, by providing food, baths, and nest material, by putting up bird houses, and by eliminating, as far as possible, all their enemies.

Figure 2 shows bird-houses in various stages of construction. Tree swallows, chickadees, martins, and woodpeckers are all glad to nest in man-made houses. They should be made of old weathered boards, and large enough to give each pair of birds a floor space, varying from six inches square for martins, to three inches square for tree swallows, and about eight inches high. A single door, opening near the top, should be made two inches in diameter for the larger

birds, and about one and one-half inches for the smaller birds. The robin is often attracted to a platform nest—a shallow box about six inches square, with the sides not more than two inches high—fastened under the eaves of a veranda, or other sheltered place about a dwelling. They will often use the same box for the second nesting, if the old nest is removed as soon as the first brood is on the wing.

More specific directions are given for making homes, etc., for birds, in REVIEW for May, 1914, pages 253 and 254.

Bird language is something more than song. Do all birds have the gift of song? Although Shakespeare says:

"The crow doth sing as sweetly as the lark
When neither is attended,"



Fig. 3.—THE HAIRY WOODPECKER
Doing his best to reduce insect life.

yet most bird students are more impressed with the variety and volume of his "calls,"—ejaculation, epithets, etc. Study this bird and its language; and also the calls of other species. A little friendly deception in the use of the squeak, or call of hungry young birds, will often draw the old birds from their hiding.

In studying the color of birds, they should be sought in their natural haunts. Lines and markings that were conspicuous in other surroundings, are now a part of their protective coloration. Note that all birds do not enjoy an equal degree of protective coloration. Compare the colors of birds in spring and late summer, also compare the colors of the male and the female.

Food and the relation of birds to man are closely connected topics. Apart from their

esthetic value, — beauty of form and plumage, and sweetness of song—birds are chiefly prized for their economic value, especially in keeping down insect pests, and for eating weed seeds, and in preying upon rats, mice, and other destroyers of our grain and fruit trees, and in acting as scavengers.

In a report of the Department of Agriculture at Washington, issued in 1912, Dr. Henshaw estimates the loss to the agricultural interests of that country at upwards of \$700,000,000 from insects alone. Our loss is certainly proportional; and this loss is caused chiefly by an insufficiency of bird life, on our cultivated lands. "Experience the world over has shown that as bird life decreases insects increase; also, that birds are more efficient in keeping down insect pests than all other agencies, natural and artificial, combined."

[Cuts supplied by Messrs. Ginn & Co., Boston. Figures 1 and 3 from 'Agriculture for Beginners'; 2. from Hodge's 'Nature Study and Life.']

PARISH MEETING AT GLASSVILLE.

A meeting, called by Inspector Dixon, of teachers in the Parish of Aberdeen, Carleton County, was held early in March, in the Glassville school house. Ten teachers were present, and the meeting proved to be instructive and enjoyable. The following subjects were briefly discussed:—Sanitation; under this head came the question of getting rid of the house-fly, and of the use of dust-bane. Arithmetic, how to teach the metric system practically, by letting the children measure walls, desks, books, etc., in metric measures; arithmetic problems bearing on the life of the community, as farming or lumbering, were advocated. Reading:—the common defects were noticed, and the importance of distinctness in reading and speaking was dwelt upon. In dealing with the writing-lesson, the muscular movement was given first place in the discussion. Under the head of nature-study, the speakers strongly advocated field-days, when the pupils, and especially the younger ones, could learn to observe the birds, flowers, effects of rain or snow and other signs of nature's work; that they should be questioned as to their daily observations on the way to and from school, and be encouraged to make collections. The teaching of patriotism was talked over, and lessons on the war and on the use of the flag were suggested.

SPRING NATURE STUDY.

L. A. DEWOLFE.

The spring unrest is again in the air. The next few months will be the Nature Student's Paradise.

Possibly no more fascinating exercise can be assigned to school children than the reporting of the date and locality of the first appearance of each spring flower and of each migratory bird. Detailed description of the bird is desirable. The plant should accompany the report. There is, then, no possibility of mistaken reports.

In Nova Scotia, such work has been done for many years under the heading "Phenological Observations." Some teachers are so mechanical, however, as to accept reports only of the plants and birds on the printed schedule; and, even then, the accuracy of the observations is seldom verified. The printed list is all right for an official report; but so soon as the child's observations are prescribed, the child loses his individuality. Encourage him to observe and report everything; and give him public credit by recording the observations on the school blackboard.

If the exercise is made merely a contest for the largest number of credits, it has lost its educational value. The contest is natural and enjoyable. Suggest, however, details to look for; and discuss the significance of these details in the great scheme of nature.

For example, the alder catkins are now unfolding in sunny situations. The botanist feels it his duty to classify them with mathematical exactness, count their parts, place them in their proper pigeon-hole in the scale of evolution, and then consign their dead bodies to some musty collection where other botanists at other times can bring other specimens of the same species for comparison. Children are not interested in that. They want to know why this or that part is made as it is. What has this to do with the life-history of the plant? Has the plant any bird friends or insect friends? Why are some catkins different from others on the same shrub? What will become of these catkins later? Have they lived in vain? These and a score of other questions will come to the child's mind if the teacher, through one or two

leading questions, starts him to investigate and to wonder.

Instead of answering the child's questions directly, the teacher can suggest observations and experiments which will prolong the child's interest and develop in him the habit of questioning nature herself.

The teacher may not know the answers to the children's questions; but it is good teaching to have the questions asked. The teacher is not the only source of information.

When the first butterfly appears, one of these warm April days, raise the question, "Where did it come from?" "Where did it spend the winter and how?" It is not necessary to answer these questions at once. In fact, the answer depends on the kind of butterfly it is. Some kinds spend the winter as bears do. Many pass the winter in the chrysalis stage. The answers to some school questions may be discovered years afterwards. And what a pleasure the discovery is!

It matters little whether children get much nature information in school or not. It depends on the way they get it. But it is tremendously important that they should acquire the habit of asking, wondering and investigating.

There are many things that children must be told. Life is too short to discover everything of economic importance. With each telling, however, set a task that will enable the child to verify the statement.

It is possibly out of place here to give cut and dried details of a nature lesson. I believe, however, that teachers could be of very great assistance to each other by reporting observations they have made or methods they have used in connection with nature teaching.

I am enclosing a little nature story based on observations made in germinating beans. It was written by Miss Muriel Boutilier, Dartmouth, N. S. Let children test the truth of the story by growing some beans in school.

What was the "brown blanket?" What was the "white sheet?" Notice whether the "little toes" are the first to break through the sheet. Did it push its "whole body" above the brown blanket? Possibly there are mistakes here. Find out.

Following is the story:

The Spring Baby.

The last red glow of the April sun was sinking in the golden west, as Mother Nature, after asking God's blessing, kissed her Baby Bean, and tucked him into his warm little bed. The cosy, brown, blanket was wrapped well around him; and, as he was going to have a long sleep, even his little eyes were covered so that the golden dawn would not awaken him.

Soon our baby was lost in slumber, travelling in a dream through the delightful lanes of fairyland. Here he was finding so many wonderful, beautiful things that he felt very cross when a gentle tap, tap, on his brown blanket awoke him.

His new friend, the rain, however, came in; so he was not a bit lonely. He told the rain where he had been and how much he had enjoyed his visit. "Why, my dear," returned his friend, "by just taking a little drink you may really go to this beautiful land."

After his guest had gone, our little Bean followed his advice. Soon he began to feel so big, the little white sheet in which he was wrapped felt so tight, he was sure that he would not be able to breathe. Suddenly the sheet burst and, Oh joy! he was able to wiggle his little toes out. Next, he pushed his little head out above the brown blanket; and finally his whole body emerged.

"Oh," he exclaimed, "the rain was right. I can now see all the beautiful, wonderful things." Each morning as the dawn awoke the birds, and he heard their sweet songs, he felt himself growing taller and taller. Soon he spread out two little arms with which he pushed himself up still higher.

So he kept on wiggling his little toes down deeper among the worms and his little head higher towards the birds.

Tree planting in the west is important; the renewing of the white pine is important; the pulpwood question is important; many other phases of the question are important, but the all-essential thing in regard to the question of forests is to get the community wakened up to the idea that at any cost the destruction of forests by fire must be stopped.



HINTS FOR APRIL AND MAY.

April and May bring their special days of observance, and these days offer opportunities for the little change of work and stimulus, which both teachers and pupils need at this time of year. Do not be satisfied with making them merely occasions for a little display and recreation. If they are observed in the school-room at all they should be made really educational; some solid information should be gained, and some enthusiasm engendered.

St. George's Day and Shakespeare's birthday both fall on April 23. St. George began to be regarded with special honour by Englishmen during the third Crusade. In 1222 it was ordered that his day should be kept as a national festival, and ever since then he has been regarded as England's patron saint. The stories told of him are legendary, and vary greatly, but he is always represented as wearing, or carrying on his shield, the red cross, which is the symbol of Christianity, and conquering a dragon, the emblem of sin. His is the upright red cross in our flag, and the red and white roses worn on St. George's Day show the colours of the cross and its field. Shakespeare and other poets have many references to him. King Henry V. calling on his soldiers to attack Harfleur, tells them to cry, "Heaven for Harry, England, and St. George."

Even the lower grade children ought to know that Shakespeare is the greatest of all English poets, and that he lived in the time of Queen Elizabeth, before this country was discovered; and something, according to their understanding, about the matter of his plays. Read them one of Lamb's Tales from Shakespeare: let them learn one of the songs: "Hark, hark, the lark," or "Fear no more the heat o' the sun," or "Orpheus with his lute," or "Thorough bush, thorough brier;" and one or two patriotic quotations, such as:

This England never did nor never shall
Lie at the proud foot of a conqueror;
But when she first did help to wound herself.

or,—

Let all the ends thou aim'st at be thy Country's, thy God's
and Truth's.

Perhaps if you tell your pupils that the Germans say that Shakespeare is really their poet, because they have studied and honoured

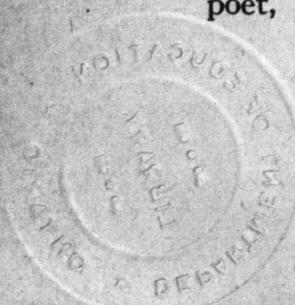
him more than we have, it will stir them to a resolve that this boast shall not be true, and that they, at least, will learn to honour him as one of our most glorious possessions.

Arbor Day needs a good deal of planning for. Do not degrade it into a mere housecleaning day. Have the spring cleaning, both inside and out, done beforehand, and devote the day itself to its proper purpose. Plant trees and shrubs if you can do it with enough knowledge and skill to ensure their growth. The sight of a few dying shoots brings the day into contempt. But in these days of Rural Science Schools, there is little excuse for such helplessness. The Directors in the different provinces stand ready to aid all who appeal to them.

If, for any good reason, there can be no tree-planting, give lessons on the uses and conservation of trees. Prepare these well beforehand; get the children to name the trees in the neighbourhood, and any use that they know of their being put to. Tell about the value of the forests of Canada, and of your own province. Dwell not only on the value of the timber, but on the value of trees for protection and for beauty. Point out that in the days of the early settlers the first necessity was generally to cut away the trees, but that many districts were unwisely cleared, because nothing but trees would grow in them, and that now the great need is to plant trees and preserve them. Appeal to the pupils' pride in the beauty of trees in their own town or village, and point out places where trees would be an advantage. Tell them that in 1914, Canada had over 1,400 forest fires. Let them discuss burnt lands that they have seen, and the ways by which forest fires might be prevented. If you can get it firmly fixed in the heads of even a few of your pupils, that they must do all they can to increase and preserve our forest wealth, you will have done your country true service.

Readings and recitations about trees will be of interest. For your opening exercises read the parable of the trees in Judges xi: 8-15, and the story of the barren fig-tree in St. Matthew xxxi, 17-22. Read the laws about trees in the Old Testament, Leviticus xix, 23-25; xxvii, 30, Deuteronomy xx, 19.

Empire Day will be dealt with more fully



next month, but in order to give plenty of time for preparation, we print in this issue some facts about the Empire that may not be readily accessible to all teachers, and that may be used in preparation for the day; and also Miss Veazey's plan of teaching the younger children by questions and answers. The questions will of course be varied by each teacher to suit her own class. They might be supplemented by a set of questions on the Empire and the war. Patriotic poems will be more in demand this year than ever. We recommend the following books of selections: "The Children's Cameos, Patriotic and National," George Philip & Son, 32 Fleet street, London. "The Country's Call," a short selection of patriotic verse, Macmillan Company, Toronto, ten cents. "Songs and Sonnets for England in War Time," (all written since the war began), Bell & Cockburn, Toronto.

The following names have lately been published in the Strand Magazine as those of Britain's ten greatest soldiers and ten greatest sailors: Wellington, Marlborough, Roberts, Cromwell, Wolfe, Moore, Wolseley, Clive, Sir Charles Napier, Lord Clyde, Nelson, Drake, Blake, Lord St. Vincent, Hawke, Rodney, Anson, Howe, Hood, Collingwood. An Empire Day exercise might consist of a roll call of these heroes, each name responded to by a very brief recital of his most famous deeds.

"A dry March and a dry May portend a wholesome summer, if there be a showering April between." So says Bacon. We have had our dry March, and the truth of the saying and the reasons for it might be discussed by nature study classes and school gardeners. Signs of spring are coming thick and fast, although it is true that "the spring comes slowly up this way." Perhaps no one who has not lived by a frozen river or lake and seen the ice go out, knows the sense of release that spring can bring. A Canadian living in England writes on February 22nd, "The snow-drops and celandines are all over the place now, and the daffodils in bud. Winter in the real sense of the word is just about over. Today I smelt the spring, soft and sweet, but without any of the invigorating tang of spring in the country at home; for one misses the smell of the pine-needles and of the melting ice and snow." Happy the children who are in the country and can note the spring

sights, sounds and smells as they appear; and the country teacher has an opportunity to cultivate the sense of beauty, and to teach the children to find pleasure in their surroundings. Here is a little poem by Nora Hopper that they will readily learn:

Blossom on the plum,
Wild wind and merry;
Leaves upon the cherry,
And one swallow come.

Red windy dawn,
Swift rain and sunny;
Wild bees seeking honey,
Crocus on the lawn;
Blossom on the plum.

Grass begins to grow,
Dandelions come;
Snowdrops haste to go,
After last month's snow;
Rough winds beat and blow,
Blossom on the plum.

MAKE YOUR OWN DRINKING CUPS.

If drinking cups are not at hand you can make them.

Material.—8 by 8 inch square of any smooth tough paper.

Fold on one diagonal. Place on desk with fold at bottom.

On the left hand edge measure up from lower corner $4\frac{1}{2}$ inches and place a dot.

Fold lower right corner to touch dot on the left side, and crease.

Turn paper over. Fold lower right corner to touch angle of fold on left side. Fold down the triangles left at the top, one on each side, and tuck into the openings of lower folds.

These may prove more expensive than the regular manufactured cups if time of pupils in making them is considered, but the hand work experience will make up for it.—*Kindergarten Primary Magazine.*

Colonel Farquhar, commander of the Princess Patricia's Canadian Light Infantry, and late secretary to His Royal Highness the Governor-General, has been killed in action at the front.

HIGH SCHOOL LITERATURE.

An Introductory Lesson on "Paradise Lost."

PSYCHOLOGICAL AIM.—To give exercise in constructive imagination by narrating the argument of "Paradise Lost."

To arouse.—1. Sympathetic interest in Milton's Life and Work. 2. Aesthetic feeling for the grandeur and beauty of the poem.

MATTER AND METHOD.

I. INTRODUCTION.

Teacher writes names of poet and poem on the blackboard. "Paradise Lost" an epic, i. e., a narrative poem treating of a great theme, in noble language.

Questions out of pupils that "Paradise Lost" is the story of how man lost Paradise or Eden, and reads Bk. 1, lines 1-26. "Of man's first disobedience."

II. PARADISE LOST.

Teacher questions from pupils that the story is about Adam and Eve and their temptation by the serpent.

Teacher describes.—1. The war in Heaven and its result. Satan rebels against God. He is cast out of Heaven by Michael. Reads Bk. 1, lines 43-49. "Him the Almighty Power hurled."

Teacher describes.—2. Satan and his angels in Chaos. Satan rises from the fiery lake. Bk. 1, 221-229. "Forthwith upright he rears." He addresses his followers and calls a council of war. He decides to take revenge by attacking mankind. He is chosen to go in search of the newly-created earth. He finds it with great difficulty.

III. THE TEMPTATION.

3. Disguised as a bird of prey, Satan hears Adam and Eve talking about their life. Teacher questions from pupils that they would probably speak of the Tree of Knowledge of Good and Evil.

In a dream Satan tempts Eve to eat of this tree, but in vain. He tries again and succeeds.

Teacher reads Bk. IX. "So saying, her rash hands in evil hours." Adam eats too of the fruit (as Milton considers), for love of Eve.

Satan returns to Chaos with news of his

success. In the midst of evil rejoicings, his angelic form changes.

Teacher tells the story of.—4. The Repentance and God's Promise. Adam and Eve repent. They are driven from Paradise. Their final redemption is foretold.

IV. MILTON'S LIFE.

Teacher questions from pupils that the lives of great writers help us to understand the meaning and object of their works, and gets examples of this, e. g., Scott, Dickens.

Teacher relates (1), Milton's early life; a period of quiet and severe study. He was born in London, 1608.

(Teacher questions from pupils something about the history of England during his lifetime.)

His father was a Puritan, and a prosperous, cultivated man.

Milton goes to St. Paul's school and shews great love of learning and poetry.

Teacher describes briefly the nature of the education of the day, showing how it would encourage a love of literature, and tells how Milton injured his sight by much study.

He goes to Cambridge. Resolves to give up his life to writing. Teacher reads Sonnet, "How soon hath Time."

He travels on the Continent. Resolves to write a poem on some lofty theme.

Teacher describes (2), His Political Life. It is a time of civil strife in which Milton takes part from a sense of duty. At the age of forty-three he becomes blind. Teacher reads Sonnet. "When I consider how my light is spent." After the Restoration he has to retire from public life.

(3). The last period of Milton's life.

Teacher describes its solitude and seriousness. He sets about accomplishing his early purpose. He writes "Paradise Lost" and "Paradise Regained," 1674. Milton's death.

GENERALIZATION.—Teacher questions from pupils (1), that Milton was (a) A poet. (b). A politician. (2). That his epic "Paradise Lost" was written (a) As being the greatest and most solemn subject he could chose. (b). As a contrast to and a protest against the vices of his time.

APPLICATION.—Teacher leads pupils to consider Milton's life and his poem with a view to

finding further reasons for his choice of subject, expecting answers such as the following:

1. The poem is the story of the contest between right and wrong, while in Milton's life such a struggle was going on in the Civil War.
2. Milton going blind, would find it easier to picture the sublime and supernatural scenes of "Paradise Lost."

SUMMARY FOR BLACKBOARD.

I. PARADISE LOST.

The war in Heaven.
Satan's Revenge.
The temptation and fall.
The promise of redemption.

II. MILTON'S LIFE.

1608. Birth.
Early life of study and resolve.
Political life.
Blindness and poetical work.
1674. Death.

(These notes were originally written for a class of children from eleven to thirteen but a few additions make them well adapted for introducing the poem to older pupils who are about to study one or two books in detail.)

SLIPS IN PRONUNCIATION.

The March REVIEW printed such an interesting paragraph on "Slips in English," that one reader is encouraged to ask for the publication of a few pet aversions in pronunciation, hoping for similar lists from other readers.

In our generation, we teachers could do much for the Maritime provinces, by correcting the faulty pronunciation of many very common words.

Doubtless every teacher within the influence of the EDUCATIONAL REVIEW has been a member of some society whose constant reference is made to the "seca-tree" although no mention of that plant can be found in the minutes. Associated with it, however, and alas, well known in many schools, is that curcus fruit which in its positive form is a native of southern climes, but in its comparative form indigenous to our country, viz., "fig-gers."

A still more puzzling fruit is the "lie-berry". Who has seen a "lie-berry?" It really is as mysterious as Sairy's friend "Mrs. Harris." Possibly it grows in the shade of a "hiss-tree!"
—*Karshish.*

EMPIRE DAY IN THE LOWER GRADES.

EMMA VEAZEY.

To the subjects of the British Empire in this year 1915 every day is Empire Day. This epoch-making war has taught people the true meaning of that word "Empire;" not a loosely joined series of possessions nominally attached to the Motherland, but a vast whole working to one end—the common good.

Topics of the war must of necessity enter largely into our programme for this day. It is right that it should be so, especially in the higher grades; but in the lower grades we must as usual put certain facts relating to that part of the Empire which most concerns us into concrete form to supply a foundation on which the children may build up future knowledge.

Perhaps the simplest method of doing this is the "Question and Answer" method. In this exercise all the school may take part; this in itself is no small advantage. The questions and answers will form, of course, only a part of the programme, the war items, lessons on flags, relations of colonies to the Motherland, Patriotic songs and recitations being equally important and desirable.

Each teacher will consult her own taste as to these songs and recitations. "We'll Never let The Old Flag Fall" is enjoying a great deal of popularity as a song just now, and the children love to sing it. "Oh Canada" is always a favorite, as also "Soldiers of the King." For recitations, one may find in back numbers of the REVIEW for May, Scott's "Colors of the Flag" and "The Flag Goes By." The "Recessional," too, is always appropriate, and some of the more recent poems which really tell something about the war, and inspire the right spirit of courage, patriotism and sacrifice.

Following is a list of questions and answers prepared for the lower grades. They may be varied at the discretion of the teacher.

- (1). What is Patriotism? Patriotism is love of Country.
- (2). What is our Country? Our Country is Canada.
- (3). Is it enough then that we should be loyal to Canada? No! we should be loyal to the whole British Empire.
- (4). Why should we be loyal to the whole

British Empire? We should be loyal to the whole British Empire, because Canada is a part of that Empire, and England's King is our King.

(5) What do we mean by the British Empire? The British Empire is that part of the earth's surface which is under the rule of King George V.

(6) When did George V begin to reign? He began to reign in 1910, on the death of his father, King Edward VII.

(7) How many children has King George V? King George has six children.

(8) What is the Queen's name? The Queen's name is Queen Mary.

(9) What is the name of the Prince of Wales? The name of the Prince of Wales is Prince Edward.

(10) What proportion of the earth's surface does the British Empire cover? The British Empire covers about one-fifth of the earth's surface.

(11) What is the number of the subjects of King George V? About 400,000,000.

(12) What proportion of the inhabitants of the earth are subjects of King George V? About one-fifth.

(13) Into how many continents is the earth divided? The earth is divided into six continents North America, South America, Europe, Asia, Africa and Australia.

(14) On how many of these continents are portions of the Empire found? Portions of the British Empire are found on all these continents.

(15) What do we mean when we say, "on the British Empire the sun never sets." We mean that because it has possessions all over the world, there is always some part of the Empire on which the sun is shining, although it may be dark on the other parts.

(16) What is the Flag of the Empire? The Flag of the Empire is the Union Jack.

(17) Why is it called the Union Jack? It is called the Union Jack because it is made up of a union of the crosses of St. George (England), St. Andrew (Scotland), and St. Patrick (Ireland.)

(18) What do we find beside the Jack on the Canadian Ensign? We find the Canadian coat-of-arms on the Canadian Ensign.

(19) What is the National Emblem of Canada?

The Maple Leaf is the National Emblem of Canada.

(20) When did Canada become a part of the British Empire? Canada became a part of the British Empire in 1763.

(21) Who used to own Canada? The French used to own Canada.

(22) How did the French get it? They claimed it by right of discovery.

(23) How did the French lose Canada? England and France were at war, and England sent out Wolfe who captured Quebec in 1759, and in the treaty which followed in 1763, Canada became part of the British Empire.

(24) When was the Dominion of Canada formed? The Dominion of Canada was formed July 1, 1867.

(25) What do we call July 1st? We call July 1st Dominion Day, or the Birthday of the Dominion.

(26) How did Canada get its name? The name Canada is supposed to come from two Spanish words Aca nada (Here is nothing), an expression used by some early visitors to Canada to express their disappointment at finding no gold or silver there.

(27) Who is the Governor General of Canada? The Duke of Connaught is the Governor General of Canada. He is to be succeeded by Prince Alexander of Teck, a brother of Queen Mary.

(28) What relation is the Duke of Connaught to King George? The Duke of Connaught is the uncle of King George.

(29) Who is Premier of Canada? The Hon. R. L. Borden is Premier of Canada.

(30) Who is Governor of New Brunswick? The Hon. Josiah Wood is Governor of New Brunswick.

(31) Who is Premier of New Brunswick? The Hon. George J. Clarke is Premier of New Brunswick.

(32) What is Victoria Day? Victoria Day is the 24th of May, the birthday of King George's grandmother, Queen Victoria.

(33) What is Empire Day? Empire Day is the last teaching day before Victoria Day. It is a day on which we talk about the Empire.

(34) What is the National Anthem? The National Anthem is "God Save the King."

THE PARTS OF THE EMPIRE.

1. **THE UNITED KINGDOM.**—The seat of the Imperial Parliament.

2. **THE SELF-GOVERNING DOMINIONS.**—The Dominion of Canada, the Commonwealth of Australia, the Dominion of New Zealand, the Colony of Newfoundland, and the Union of South Africa. Each of these has its own responsible Government, under a governor representing the Sovereign, and in the cases of Canada and Australia there are the Dominion Parliament of Canada, and the Commonwealth Parliament of Australia; there are also, in Canada, subordinate Provincial Legislatures, and in Australia, State Legislatures.

To all intents and purposes these Dominions are independent states. The Crown is the sole visible link by which they are bound to each other and to the Mother Country. Their communications with the Imperial Government are made through the Colonial office.

3. **THE INDIAN EMPIRE.**—The vast Dependency of India is an Empire in itself, maintaining a famous army, and conducting its business with neighboring states, by means of a Foreign Department of its own.

The Viceroy, whose term of office is usually for five years, represents the Sovereign, and is assisted by a Council, which includes the Commander-in-Chief of the Indian Army and Ministers of different Departments. India's communications with the Imperial Government are made through the India office.

4. **THE CROWN COLONIES.**—These, which have not direct popular self-government, but are controlled from the Colonial Office, each have a Governor; and some have also a Legislative Council with limited powers. They include Ceylon, Cyprus, British West Indies, British Guiana, British Honduras, Falkland Islands, Fiji, Gambia, Gibraltar, Gold Coast Colony, Hong Kong, Leeward Islands, Malta, Southern Nigeria, St. Helena, Sarawak, Seychelles, Sierra Leone, Basutoland, Rhodesia, Federated Malay States, Trinidad, Tobago, Tristan da Cunha, Turks and Caicos Islands, Wei-hai-Wei, Windward Islands, Bahamas, Bermudas, Barbadoes, Borneo. These are all lumped together as being not Dominion States; but they exhibit many varieties of control, from self-government almost

as free as that of the great Dominions, as in Rhodesia, to something like a paternal despotism, as in Basutoland.

The Island of Ascension is in a class by itself, being under the control of the Board of Admiralty. Aden, on the Red Sea, forms part of the Province of Bombay, in India.

5. **PROTECTORATES.**—These include Bechuana-land, East Africa, the Soudanese Provinces, Northern Nigeria, Nyassaland, Somaliland, Uganda and Zanzibar. In these cases the territories are administered by the native rulers, but under the advice of a British Resident. The latest addition to the protectorates is Egypt, which was nominally under the suzerainty of Turkey, but is now a British Protectorate.

Amid these varieties of forms of administration in the Empire, the one guiding principle is that of government for the benefit of the governed. This union of diverse States, each with more or less fulness of independence, has been the peculiar and characteristic glory of the British Empire. But it has some weaknesses, and these have led to discussion and plans for increasing the unity of the Empire's action, while leaving freedom to all its parts. In 1885 was founded the Imperial Federation League, which did a great deal of educational work, but which has since been dissolved. In 1895 the British Empire League came into existence with the object of "maintaining and strengthening the connection between the United Kingdom and the outlying portions of the Empire."

In 1897 took place the first of the great London Conferences, in which all the Dominion Premiers took part in a discussion on Imperial affairs. A second Conference was held in 1902, and it was then settled that they should take place every four years. At these meetings, different plans were suggested and discussed for closer organization of the Empire. In 1909 took place the first Conference of Ministers of the Empire on Imperial Defence.

Abridged from a paper, "The Island Sceptre," By Henry E. Bannard, in the British Empire Review for March.

A small force of Bulgarians has invaded Serbia; which, unless the action is disavowed by the Bulgarian government, may bring all the Balkan nations into the war. Bulgaria would like to regain Adrianople, which she took in the first Balkan war, and lost in the second.

DEVICES FOR KEEPING UP INTEREST.

ETHEL J. COSSITT.

The part of the school year is approaching, when the teacher experiences the greatest difficulty in maintaining in her children an interest in school work. They have grown tired of the daily routine and of methods apparently most successful during the early part of the year, and consciously or unconsciously are wishing for something new.

This is likely to be especially true of the small miscellaneous school, where the limited number of pupils in a grade removes any stimulus from emulation. It is this time which puts to the test the resourcefulness of the teacher.

Some devices used to advantage in a small rural school may prove helpful to inexperienced teachers, who have encountered the difficulty above referred to.

One incentive to work, the influence of which lasted throughout the year, was an honor roll.

The teacher first provided herself with several boxes of little stars, which come in bright colors, gold, red, blue and green, made by Dennison Co., and obtainable through almost any book store. To these she added some small Union Jack seals, obtained from the EDUCATIONAL REVIEW office. Then a large sheet of cardboard bearing the words "Honor Roll," was tacked to the wall in a conspicuous place and preparations were complete.

When a pupil had made five perfect marks, on any one subject, say spelling—his name was written on the sheet and a star placed after it. For the same number of perfect marks, in writing, English or number work, he was given another star,—a different color for each subject. When his stars numbered ten, they were followed by a Union Jack seal as a special honor, and he began over again.

It was almost pathetic to see how hard the little people would work to earn a star, and even the boys in grade eight had difficulty in concealing their satisfaction over the number of stars following their names.

The little school room was used on Sundays for religious services, when the honor roll with its bright stars and flags, proved a source of interest and pride to the parents and friends of the children.

An added impulse to Nature Study was given in the following manner:

At the beginning of the school year, a space was ruled off on the blackboard under the heading, "Wild Birds seen in September," and changed for each succeeding month. Each fall month showed a decline in the number, as the birds left for the south; very few were seen in the winter save—in this particular section,—the jay, crow and chickadee, with an occasional owl heard in the distance, but what pleasure to welcome back and record the names of the migratory birds, when they returned after their long absence.

When spring came, a large sheet of white paper was tacked to the wall, headed, "Who found the Flowers?" and ruled as follows:

Name of Flower	When and Where Found.	By Whom.
Mayflower.	April 15, Hill pasture.	Mary Wood.

This brought to the school specimens of practically all the wild flowers of the section, some of which sent the teacher to her Botany, to the delight of the children who always like to puzzle the teacher.

These children were much interested in animal stories, and greatly enjoyed hearing read daily bits from F. W. Burgess's "Little Stories for Bedtime," now being published both serially and in book form by the "Montreal Daily Star." The little people of the green forest, the green meadows, and the smiling pond, became very real to the children, and even figured in their games at recess.

Each day, before the reading, some pupil was called upon to give a resume of the story of the preceding day, thus providing an excellent exercise in English, and cultivating the memory as well.

To encourage interest in the world beyond the section, a large calendar of the previous year was turned face to the wall, and on the reverse side were pinned pictures clipped from the daily papers, of men who were in any way distinguishing themselves in the public eye, and of places or buildings where any event of note had taken

place. The pupils were encouraged to bring clippings from their own papers, and though some unsuitable pictures were brought, such as of those who had attained to "a bad eminence," there were enough of the right kind to keep the space well filled.

Each new picture formed the subject of a little talk on current events, and in this way the children became familiar with the names and faces of many of the men who are making history.

Just now, when so many heroic deeds are being done in connection with the war, and so many famous men adding to their fame, much suitable material for work of this kind could easily be obtained.

These few devices, all so simple in themselves, so easily carried out, produced good results, mainly because they were used by an enthusiastic teacher, who was herself interested in every phase of school life, and they helped to relieve the monotony of one little country school, and to keep the children interested and happy as children ought to be.

FOREST FIRE PROTECTION.

It is generally recognized that in all phases of a campaign for better fire protection, prevention should be the primary object, and that one essential to this is the reduction of the fire hazard through removal of the underlying causes. One feature of the forest fire hazard is the presence along many roadways of much inflammable debris, usually consisting of old slashings from logging operations or settlers' clearings. The systematic removal of such debris is taken up in various sections of Canada and the United States. An illustration of what is being done along this line in one of the states is shown by the following summary of instructions issued by the Forestry Commission of New Hampshire:

1. Preserve and protect all valuable shade trees.
2. Cut all sprouts, brush, bushes, young trees, or weeds, that in any way obstruct travel, cause a fire risk, or are objectionable from the standpoint of roadside beauty.
3. When cutting bushes, leave a thrifty

sprout or young seedling in each clump. These will soon grow into trees and help shade out the undergrowth, making less brush to cut in the future.

4. Young evergreens should be left unless they shade the road so heavily as to hold the frost late in the spring. Their value in holding moisture in the ground surface reduces the fire risk. Trim these young evergreens three feet from the ground and remove the inflammable litter under them to reduce the danger from surface fires.

5. When the brush is cut it should be collected in small piles at a safe distance from any young growth and burned as soon as weather conditions permit burning to be done with safety.

Conservation.

BIBLE READINGS FOR OPENING EXERCISES

- | | |
|---------------------------|--------------------------|
| 1. I Kings, xvii, 1-7. | 12. II Kings, iii, 6-20. |
| 2. I Kings, xvii, 8-16. | 13. II Kings, iv, 1-7. |
| 3. I Kings, xvii, 17-24. | 14. II Kings, iv, 8-17. |
| 4. I Kings, xviii, 1-16. | 15. II Kings, iv, 18-37. |
| 5. I Kings, xviii, 17-26. | 16. II Kings, v, 1-8. |
| 6. I Kings, xviii, 27-40. | 17. II Kings, v, 9-19. |
| 7. I Kings, xviii, 41-46. | 18. II Kings, v, 20-27. |
| 8. I Kings, xix, 1-18. | 19. II Kings, vi, 1-12. |
| 9. I Kings, xix, 15-8. | 20. II Kings, vi, 13-23. |
| 10. II Kings, ii, 1-8. | 21. II Kings, viii, 1-6. |
| 11. II Kings, ii, 9-15. | |

WHO WHAT AND WHERE

ANSWERS TO MARCH QUESTIONS.

1. The lady in Milton's "Comus" was separated from her brothers in a dangerous forest. In Shakespeare's play, "Cymbeline," Imogen, disguised as a boy, finds in a forest her brothers Guiderius and Arviragus, who had been stolen when children.
2. Viola in Shakespeare's "Twelfth Night" was mistaken for her brother Sebastian.
3. Lilius and Darsie Redgauntlet, Lucy and Harry Bertram in "Guy Rannering."
4. a. Jeanie Deans, speaking of her sister Effie. *The Heart of Midlothian.*
b. Charles Lamb, of his sister Mary. *Mackery End in Hertfordshire.*
c. Queen Bellicent, of her foster-brother, King Arthur. *The Coming of Arthur.*
5. Lizzie and Laura, in Christina Rossetti's poem, "Goblin Market."

ANSWERS TO CORRESPONDENTS.

C. L. A. asks for analysis of the following:

"So strong did their dislike to him grow, that having gone to feed their flocks in a distant part of the country, and Joseph having been sent to inquire after their welfare, they determined when they saw him approach to put him to death."

Clause	Kind of Clause	Connective	Subject	Attributive Adjuncts to Subject	Verb	Object with Qualifying Words	Complement	Adverbial Adjuncts to Verb
A. So strong did their dislike to him grow	Principal.....	.....	dislike...	their to him	did grow	.....	so strong	.....
B. that.....they determined to put him to death	Subord. to A. Adverbial Clause of Result	that.....	they....	.....	determined.	to put him to death	.....	*having gone..... .....flocks *Joseph.....welfare.
C. When they saw him approaching	Subord. to B. Adverbial Clause of Time modifying "determined"	when.....	they....	.....	saw.....	him approach- ing	.....	.....

*These phrases =adverbial clauses of time when they had gone, etc., when Joseph had been sent, etc.

ROBERT BURNS.

Burns is incomparably the greatest poetic voice of a great and famous people. England has no poet so entirely English as Burns is Scottish. The greatest thing possessed by any nation is its own rendering of the universal heart of man. For Scotland that found perfect utterance in Burns. The Scotsman who is capable of enjoying poetry in the very smallest degree is sure to enjoy Burns. There is in London every winter a popular concert which is advertised as "A Night wi' Burns." No English poet has ever received exactly that proof of having reached the very heart of his people. Such a man is for his country the greatest of all poetic figures, and for all the world, in virtue of that fact, and in despite of all the obstacles of dialect, a figure whom no lover of poetry can afford to ignore.— *The Times*.

ARRANGING BANK DISCOUNT PROBLEMS.

I find the following arrangements of Bank Discount Problems very convenient for my own use during ths class period, for verification of the pupil's work, or for the immediate direction of errors.

Given:

Face	\$1500	\$185	\$230	\$435	\$6225
Date	Sept. 15	April 12	July 21	May 1	March 15
Time	60 days	90 days	3 months	4 months	60 days
Rate of dis.	6%	6%	5%	5%	4%
Date of dis.	Oct. 20	June 20	Aug. 20	July 31	April 15

Find:

Day of mat.	Nov. 14	July 11	Oct. 21	Sept. 1	May 14
Term of dis.	25 days	21 days	62 days	32 days	29 days
Discount	\$6.75	\$.65	\$1.98	\$1.93	\$20.06
Proceeds	\$1493.25	\$184.33	\$228.02	\$4533.07	\$6204.94

Given:

Face	\$1925	\$147	\$2725	\$975	\$1150
Date	March 5	May 3	April 7	May 16	Sept. 5
Time	30 days	50 days	90 days	30 days	60 days
Rate of dis.	4%	3%	3%	5½%	6½%
Date of dis.	March 10	May 4	April 15	May 25	Sept. 15

Find:

Day of mat.	April 4	July 2	July 6	June 15	Nov. 4
Term of dis.	25 days	59 days	92 days	21 days	50 days
Discount	\$5.35	\$.73	\$18.62	\$3.13	\$10.38
Proceeds	\$1919.65	\$146.27	\$2706.38	\$971.87	\$1139.62

In all of the problems given above the notes are non-interest-bearing, and there are no days of grace allowed. — *Popular Education*.

SELECTIONS FOR APRIL.

The Rainbow.

Hiawatha saw the rainbow,
In the eastern sky the rainbow,
Whispered, "What is that, Nokomis?"
And the good Nokomis answered,
"'Tis the heaven of flowers you see there,
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish
Blossom in the world above us!"

— Longfellow.

Plant a Tree.

(By LUCY LARCOM.)

He who plants a tree
Plants a hope.
Rootlets up through fibres blindly grope;
Leaves unfold into horizons free.
So man's life must climb
From the clouds of time
Unto heavens sublime.
Canst thou prophesy, thou little tree,
What the glory of thy boughs shall be?

He who plants a tree
Plants a joy;
Plants a comfort that will never cloy,
Every day a fresh reality.
Beautiful and strong,
To whose shelter throng
Creatures blithe with song.
If thou couldst but know, thou happy tree,
Of the bliss that shall inhabit thee!

He who plants a tree
He plants love;
Tents of coolness spreading out above
Wayfarers, he may not live to see
Gifts that grow are best;
Hands that bless are blest;
Plant,— life does the rest!
Heaven and earth help him who plants a tree,
And his work its own reward shall be.

Boats Sail on the Rivers.

Boats sail on the rivers,
And ships sail on the seas;
But clouds that sail across the sky
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please;
But the bow that bridges heaven
And overtops the trees
And builds a road from earth to sky,
Is prettier far than these.

— Christina Rossetti.

An Elm.

The great elm-tree in the open, posed
Placidly full in front, smooth bole, broad branch,
And leafage, one green plenitude of May.
O you exceeding beauty, bosomful
Of lights and shades, murmurs and silences,
Sun-warmth, dew-coolness,— squirrel, bee and bird,
High, higher, highest, till the blue proclaim's
'Leave earth, there's nothing better till next step
Heavenward!'— so, off flies what has wings to help.

— Robert Browning.

Spring.

The alder by the river
Shakes out her powdery curls;
The willow buds in silver
For little boys and girls.
The little birds fly over,
And oh, how sweet they sing!
To tell the happy children
That once again 'tis spring.

The gay green grass comes creeping
So soft beneath their feet,
The frogs begin to ripple
A music clear and sweet,
And buttercups are coming,
And scarlet columbine,
And in the sunny meadows
The dandelions shine.

And just as many daisies
As their soft hands can hold,
The little ones may gather,
All fair in white and gold,
Here blows the warm red clover,
There peeps the violet blue;
O happy little children!
God made them all for you.

— Celia Thaxter.

Give fools their gold and knaves their power;
Let fortune's bubbles rise and fall;
Who sows a field, or trains a flower
Or plants a tree is more than all.
For he who blesses most is blessed;
And God and man shall own his worth
Who toils to leave as his bequest
An added beauty to the earth.— Whittier.

The Dutch Windmill,

(By a Boy.)

(Imitate the sound of the mill.)
This is the way the Dutch windmill goes round:
High, then low; high, then low;
Kissing the sky and the air and the ground,
Ho, oho! Ho, oho!

Arms spreading wide in the soft autumn breeze.
High, then low; high, then low;
Fanning the flowers and grasses and trees.

Ho, oho! Ho, oho!

— St. Nicholas.

NEW BRUNSWICK SCHOOL REPORT.

In the report for 1913-14 of New Brunswick Schools, the Chief Superintendent, Dr. W. S. Carter, points out that this province cannot afford to make educational experiments, but must profit by the experience of others. To this end Dr. Carter has made and reported careful observations of school methods, both of organization and management, in other parts of Canada and in the United States, and these constitute a very interesting and useful part of the volume. Among other developments in education that impressed Dr. Carter as most worthy of attention are medical inspection in schools, the use of schoolhouses as social centres, the retention of the high school pupils, and vocational schools.

The report shows that there are over 70,000 pupils in the schools of the province. There were 1,922 schools open, and 2,032 teachers engaged, of whom only 201 were men. The Superintendent considers the increases in salary gratifying, and thinks there will be no disposition to reduce them.

Dr. Carter recommends—That trustees be required to obtain the sanction of the inspector for plans of new school buildings. That rural school grounds, where possible, should be not less than one acre in area. That each school district shall be permitted to elect at the annual meeting one or more representatives to Teachers Institutes, and to vote money for their expenses. That the Board of Education should be empowered to authorize the Inspector to act in the place of a School Board, in school districts where an acting board cannot be secured. These recommendations are in addition to those made in former reports, relating to taxation and to free text books.

The general impression gained from reading the report is very encouraging, and the reports of the several inspectors show keen interest and much practical attention to detail. Manual Training and Elementary Agricultural Education are making steady progress. The most important addition to buildings for educational purposes is the Normal School Annex, occupied in September, 1914.

Included in the report are reports of the University of New Brunswick, the Provincial Normal School, the schools for the Deaf and Blind, and an account of the Interprovincial Educational Convention in Halifax in August.

CURRENT EVENTS.

The Chinese administration announces that henceforth the City of Canton will be known as Shameen.

General Botha's campaign against German Southwest Africa is slowly progressing, and he has recently captured an important position which opens his way into the fertile interior of the country. The desert of shifting sand which had to be crossed by the union forces was the strongest defence of the Germans.

The demands of Japan for certain concessions in China have been peaceably settled; and if there was any danger of a rupture of friendly relations between them it has passed away.

A number of British and foreign vessels have been destroyed by German submarines in the Irish Sea and the English Channel since the eighteenth of February, when the Germans declared the coast waters of the British Islands a war zone and warned foreign ships to keep away. The sunken vessels were chiefly merchant steamers bound in or out of British ports, and in most instances their crews were given some chance to escape by taking to the boats. But this was not always the case. One passenger steamer was sunk with a large number of passengers on board, and more than one other had a narrow escape from being sunk without warning. Sinking merchant vessels and wantonly killing non-combatants is much like piracy; and the officers and crews of German submarines who have been rescued from the sea are held apart from other prisoners of war and not treated as honorable opponents. In reply to a German protest against this distinction, Sir Edward Grey has said that more than a thousand officers and men of the German navy have been rescued from drowning by the British, sometimes to the prejudice of British naval operations, but no case has occurred of any officers or men of the British navy being rescued by Germans.

Germany is said to be building submarines at Antwerp, which can only reach the sea by passing through Dutch waters. This and other indications seem to show that she plans to treat Holland as she has treated Belgium, and, by getting possession of both countries, to extend her North Sea coast from Denmark to the English Channel.

Eight warships of great size and power will soon be added to the Russian Baltic fleet.

It is announced at Ottawa that training camps for soldiers will be maintained all summer at Valcartier, Petawawa, Niagara and other points, including some point in British Columbia.

Two thousand five hundred Canadian nurses have volunteered for service in the war, and as many have been accepted as the British authorities asked for.

Canada has contributed two million dollars worth of food and clothing for relief work in Belgium.

It has only recently been announced to the general public that the battle of Ypres, (eep), on the last day of October, was one of the most important of the great battles of this war; and may take its place in British history with the battles of Crecy and Waterloo, though no one realized its full importance at the time. The

British lost fifty thousand men that day, out of one hundred and twenty thousand engaged; the French and Belgians lost seventy thousand; but the Germans lost three to one of the Allies, and failed to break through the slender line that held them back from Paris and from Calais, and kept the last narrow strip of Belgian territory from falling into their hands. There have been other severe and critical engagements before and since, on that part of the line from Belgium to Switzerland which is held by the French alone; the full story of which, perhaps, will never be told. The decisive action at Ypres was the British share in the defence, and it was worthy of the best traditions of the British army. The British are still holding their portion of the line in Flanders, about thirty miles out of the whole front of four hundred miles. Here many of the Canadian soldiers are stationed, and the British have made a notable advance within the last month, defeating the Germans at Neuve Chapelle, about ten miles south of the Belgian border.

The Dominion Parliament has voted an additional appropriation of a hundred million dollars for carrying on the war. The special war tax stamps will come into use on the fifteenth of this month. In addition to the postage stamp, a one cent war stamp will have to be affixed to letters and post cards before they are mailed; and bank checks and other documents must also bear the war stamp. These stamps will probably continue in use for some time after the close of the war.

The French have occupied strong positions in the Vosges (vozh) Mountains during the winter, and are in readiness to advance into the valley of the Rhine, which lies but twenty miles beyond.

In the east, the great event of the month has been the fall of Przemyśl, (approximately pronounced pshem-ish, with the accent on the first syllable, the r being silent and the l nearly so.) The capture of the fortress of Przemyśl after a siege of exactly six months gives the Russians possession of the whole of Galicia north of the Carpathians and east of Tarnow. It also sets free the large investing army for service elsewhere, and with this reinforcement the Russians are pressing through the mountain passes towards the plains of Hungary. Though great battles have been fought along the Russian border, Germany has not yet taken any of the Russian fortresses. Przemyśl is the first stronghold taken by the Russians.

Little progress has been made by the allied fleets in their efforts to force the passage of the Dardanelles. One French and two British ships of the attacking fleet were sunk by floating mines. The Allied fleet has been reinforced by ten more warships, and an army of British and French troops has been landed on the peninsula of Gallipoli, which forms the northern side of the strait and divides it from the Aegean Sea. The peninsula is eight miles wide; but the leading British ship can throw shells over it to destroy the forts on the strait, her gun fire being directed by wireless messages from the ships at the mouth of the strait. A Russian fleet is approaching the Bosphorus, to bombard the forts at the Black Sea entrance.

Reports from all parts of Mexico tell of anarchy, murder and destruction, with no prospect of any of the leaders in the field being able to establish a settled government.



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SCHOOL AND COLLEGE.

Plans are being secured for the new Academy at Acadia to replace the building lately destroyed by fire. An early start will be made on the new building.

An attractive and well-attended school concert was held in the Masonic Hall at Sherbrooke, N. S., on March 18. The proceeds are to go towards a school library. The pupils of the intermediate and primary departments of this school have already contributed twelve dollars toward the Belgian Fund.

We regret to record the death of Miss Sadie Porter, a member of the staff of the Colchester, N. S., Academy, which took place at her home in Stellarton on March 2. Miss Porter was a graduate of Dalhousie, and a very efficient teacher.

On March 18, the death took place at his home in Digby, N. S., of Mr. Edward Manning, a man well known in the educational world of the Lower Provinces. Mr. Manning began teaching in the old Grammar School of St. John, N. B., under Dr. Patterson, in 1858, and was one of the staff of that school when the School Act came into force in 1782. After eighteen years service he resigned from the Grammar School in 1872 to be Head Master of the Female Academy, at Charlottetown, P. E. I. He was afterwards Superintendent of Education in Prince Edward Island. Together with the late Mr. T. W. Lee he taught a private school in St. John for some years, and later he was appointed secretary of the St. John Board of School Trustees, a post which he resigned in 1909. Mr. Manning was a man of learning, and of cultivated tastes; his interest and skill in music contributed to his success as a teacher. He is widely known as the author of an excellent spelling-book. He was born in Ipswich, England, and was eighty-two years of age at his death. He is survived by his wife and five children, one of whom Dr. James Manning, is a member of the St. John Board of School Trustees. The funeral took place at St. John on Sunday, March 21.

On certain afternoons in March, the teachers of the Amherst, N. S., Schools, were granted an opportunity of visiting the classes in grades corresponding to their own in other buildings.

When the Teachers' Institute meets in Middle Musquodoboit, N. S. in September, 1915, there will be an exhibition of school work, including the products of home and school gardens. Prizes are offered for vegetables, oats, poultry, cut flowers and for collections of wild flowers, weeds, native woods, minerals, mosses and ferns and insects. Also for hand-writing, drawing, wood-work and other manual training work, cooking, sewing and knitting. There will be a prize for the best school garden, and for the rural school showing the greatest improvement in the school grounds during 1915.

Miss Florrie O'Brien of Fredericton, N. B., has been appointed teacher of the Indian school at Kingsclear. Miss Rena Donahoe, the former teacher, has resigned and is removing to Boston, Mass.

Miss Laura A. Purves, teacher at Lower Titusville, Kings County, assisted by pupils and friends, gave a pie

social and entertainment in Titusville Hall, in October, 1914, by which the sum of thirty-seven dollars and seventy three cents was realized to be used for painting the school house. This sum was supplemented by a gift of five dollars, making a total of forty-two dollars and seventy-three cents for repairs.

Principal Sexton of the Nova Scotia Technical College and director of Technical Education for Nova Scotia, addressed the members of the New Brunswick Legislature at Fredericton on March 18, on the subject of Technical Education, and urged the adoption of a plan similar to that of Nova Scotia, where Technical Education has been very heartily adopted. He also spoke in some detail on the subject in the Board of Trade Rooms on the evening of the same day. The Fredericton Board of Trade have urged upon the Provincial Government the advisability of establishing evening industrial continuation schools in towns throughout the Province, and the appointment by the government of a trained expert to supervise the work. The government have promised consideration of the proposal.

LOWELL'S TREE.

"Trees come close to our life. They are often rooted in our richest feelings and our sweetest memories, like birds, build nests in their branches. I remember the last time that I saw James Russell Lowell; he walked out with me into the quiet garden at Elmwood to say good-bye. There was a great horse-chestnut tree beside the house, towering above the gable and covered with blossoms from base to summit—a pyramid of green supporting a thousand smaller pyramids in white. The poet looked up at it with his gray, pain-furrowed face, and laid his trembling hand upon the trunk, "I planted the nut," said he, "from which this tree grew, and my father was with me and showed me how to plant it."—*Henry Van Dyke.*

RECENT BOOKS.

We have already strongly recommended the children's cameos of poetry and prose to our readers, for use in school. The latest little volume is this series in a timely one consisting of Patriotic and National selections, made with the same care and taste that distinguishes the rest of the set. The teacher who is looking for poems for Empire Day programmes will do well to consult this little book. [George Philip & Son, 32 Fleet Street, London. 72 pages, paper 4d., cloth 5d.]

English Letters, selected for reading in school, rather surprises one by beginning with a letter from Cicero at

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This year there will be classes in First Session work at both Woodstock and Sussex. Classes will be organized for teachers qualified for Second Session work at Sussex only.

Satisfactory completion of the Course entitles teachers to receive certificates of competency.

For Calendar containing necessary information and for admission, apply to

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Puteoli to Atticus at Rome. However, all the other selections are from letters written by genuine and famous English or rather, British men and women, beginning with Oliver Cromwell's letter to Colonel Walton announcing the victory of Marston Moor, and, very tenderly, the death of the Colonel's eldest son. "He was a gallant young man, exceeding gracious. God give you His comfort." Other soldier's letters are from the Duke of Wellington, and the two Napiers. The poet Cowper, Charles Lamb and Dickens are well represented, and so is Lewis Carroll by some of his letters to little girls. This is a very varied and good selection, and in the hands of a good teacher will do much to enliven history and literature lessons. [English Letters, by H. J. Anderson, M.A., Longmans, Green & Co., London and New York. 135 pages, 50 cents.]

THE MAGAZINES.

The Canadian Magazine for April prints in full the famous Pastoral Letter addressed by Cardinal Mercier to the people of Belgium and suppressed by the Germans. There are some excellent articles in this number, including a brief, well written and sensible answer by John Lewis, to the charge that former generations of Canadians were "parasites"; a short account of Riel's trial, "Through Brittany in War Time," by Paul A. W. Wallace and other good reading.

There are a number of modern and dynamic articles in the April "Century." Among them are a second prison article by Miss Madeline Z. Doty, who recently accomplished such fine reformatory work in the State Prison for Women; a penetrating study of the present status of Socialism by Edwin Davies Schoonmaker, and a perhaps prophetic essay by Roland G. Usher upon "British Sea Power and South America." All of these contributions deserve attention for their thoughtful forward view.

The current number of The Round Table, begins by discussing the progress of the war, and whether we have done and are doing all that we can do and should do to win. The argument is that our liberties are at stake; and that no consideration of what should be done in times

of peace should have any weight in deciding the course which we must adopt now. With particular reference to conscription, the writer claims that the ordinary arguments for or against it at other times have nothing to do with its wisdom or unwisdom in the course of a great war. There is but one criterion by which all measures must be judged — will they, or will they not, help us to win the war. The second article advances the plea that the Dominions should have some voice in the settlement at the close of the war. A third article deals with the growth of autocracy in Germany, and the German doctrine of the unity of Europe, of course made under German leadership, as opposed to the British doctrine of the balance of power. The latter is the doctrine of equal rights for all nations, but the German doctrine is the doctrine that the strongest must rule. The article points out that some responsibility rests upon Great Britain and the other democratic nations, for not taking adequate steps to meet the German menace when it became evident that Germany intended to dominate Europe by force of arms.

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 speakers 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.

Education Office, April 1, 1915.

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S. KERR,
Principal.

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 be given this year.

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

A CANADIAN NATIONAL ANTHEM

(The Version Adopted by the Canadian Club)

At the meeting of the Canadian Club on Friday evening, the Secretary, Mr. D. A. Macnab, read a letter from the President of the Calgary Canadian Club, stating that as the result of an investigation into the question of what was the most popular English version of "O, Canada," they had found an overwhelming majority in favour of that by Mr. R. Stanley Weir. This version was accordingly adopted as the standard version for Canadian Clubs at the annual meeting of the Association at Vancouver last summer. Following are the words of Mr. Weir's version, which will be sung at the next meeting of the Canadian Club:—

O Canada! Our home, our native land,
True patriot love thou dost in us command.
We see thee rising fair, dear land,
The true North strong and free,
And stand on guard, O Canada,
We stand on guard for thee.

CHORUS:

O Canada! O Canada!
O Canada! We stand on guard for thee,
O Canada! We stand on guard for thee.

O Canada! Where pines and maples grow,
Great prairies spread and lordly rivers flow,
Thou art the land, O Canada,
From East to Western Sea,
The land of hope for all who toil,
The land of liberty.

O Canada! Beneath thy shining skies
May stalwart sons and gentle maidens rise,
And so abide, O Canada,
From East to Western Sea,
Where e'er thy pines and prairies are
The true North strong and free.

—Orillia Packet.

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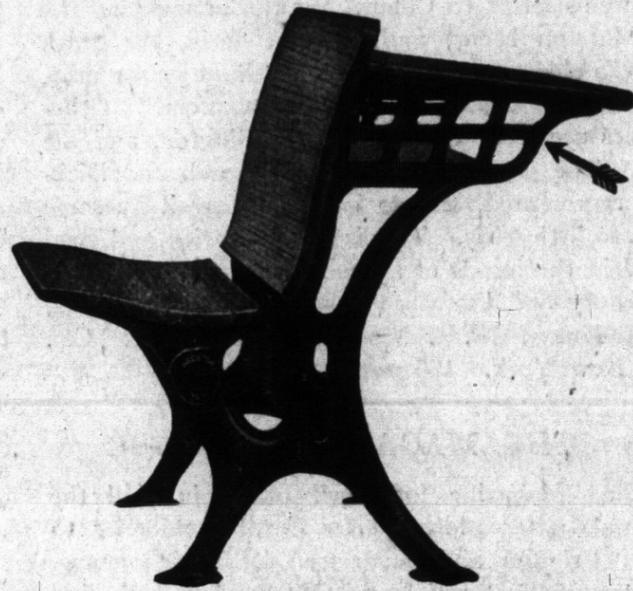
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