

EMPIRE DAY

MAY 23, 1952



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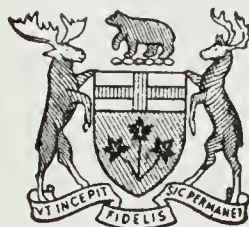


EMPIRE DAY

in the Schools of

ONTARIO

MAY 23, 1952



ONTARIO DEPARTMENT OF EDUCATION



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A MESSAGE
FROM THE MINISTER OF EDUCATION



I HOPE that Empire Day will be suitably observed in all our schools this year. It is a day which ought to be devoted to the consideration of ideals — ideals of citizenship, of devotion to duty, and of service to others.

Our citizenship implies privileges and obligations. We are Canadians and we have freedom and ways of life which few peoples in the world to-day enjoy. We must be always on our guard to keep our freedom, and we must work always to preserve and improve our way of living.

As members of a family and as pupils of a class or school, we have duties to perform which we try to do as well and as thoroughly as we can. As citizens of our own community and of our own country we also have duties. Sometimes these duties are simple, and sometimes, as in wartime, they demand much more of us. Again we have responsibilities, as members of the British Commonwealth and Empire and as world citizens, to try to preserve peace and to promote the happiness of all mankind.

In all these ideals of good citizenship we have had an example in the life of His Majesty, the late King George VI. Throughout his reign there were difficulties of one kind and another facing the Empire. He shared all the dangers and hardships of his people; he took on without hesitation whatever responsibilities came to him; and he never failed to answer the call of duty. His life was devoted to service.

Our new Queen, whose recent visit to the Dominion of Canada we remember with such pleasure, has taken up the work of her father. She has promised to follow his example. We owe to her and to our country a pledge of loyalty, and a promise to be good citizens and to prepare ourselves to render what ever service we can offer. This might well be the keynote of this year's celebration of Empire Day.

Minister of Education.

Toronto, February 16, 1952.

ELEMENTARY SCHOOL EMPIRE DAY PROGRAMMES



ON THE INVITATION of the Department of Education, a number of Hamilton Public Schools undertook to prepare material suitable for Empire Day Programmes in Ontario Elementary Schools. It has been kept in mind that this material will be required for all levels and for varying organizations.

In order to spread the benefits of the undertaking and to get a variety of approach, the nine schools listed below undertook the planning.

Primary Division Programmes (Kindergarten - Grade 3) — George R. Allen School, Bennetto School, Princess Elizabeth School.

Junior Division Programmes (Grades 4 - 6) — Adelaide Hoodless School, Lloyd George School, Memorial School.

Intermediate Division Programmes (Grades 7 and 8) — George L. Armstrong School, W. H. Ballard School, Dalewood School.

At a meeting of these schools to discuss an overall plan, it was decided to use as a general theme "How the British Commonwealth of Nations Serves the World". This theme was broken down for the various levels as follows:

Primary School — What does the Empire mean to the child.

Junior School — What does the Empire mean to Canada, and the other Component Parts.

Intermediate School — What does the Empire mean to the World.

From the various enterprises undertaken the programmes which follow were chosen as most likely to prove useful for the purposes of this booklet.

The death of His Majesty, King George VI, occurred after this programme was written. The original draft, prepared by Hamilton schools, has not been materially altered, except that the name of Queen Elizabeth has been substituted wherever reference was made to King George as ruler or as head of the Royal Family.

Many schools will want to plan Empire Day programmes this year in which emphasis will be placed on the historical events of February, 1952, and the accession of Queen Elizabeth. The late King's life of service to all the peoples of the Commonwealth might well be commemorated in the programme, with attention drawn to his interest in everything connected with the public welfare, his courage and devotion amid the difficulties and dangers of wartime, and the way he gave inspiration and leadership throughout his reign. Useful and inspiring lessons may also be drawn from the life story of our new Queen, her training for the high office which she has now been called upon to fill, and the solemn promises which she has made to follow in her father's footsteps and to devote her life to the welfare of her people everywhere.

A. KINDERGARTEN PROGRAMME PRECEDING EMPIRE DAY

Aim:

To develop desirable attitudes towards others — at home, at school and at play.

To establish a basis for the development of characteristics of good citizenship possible within the Empire.

First Day

MORNING TALK — Bible Story: Jesus at Home — loving, obedient, helpful and kind — *Teacher's Guide for Grade One* — "The Friend of Little Children". Conversation: How we can help at home.

SONGS — Good Manners — p. 63, *Little Songs for Little People*, Clarke Irwin.

What shall we do for mother,

Upon this busy day,

What shall we do for mother,

Sweep, sweep, away.

(Add your own words for last line.)

GAMES AND RHYTHMS — Imitate helping mother — rocking baby, wiping dishes, pick up toys, sweeping, dusting, etc.

HANDWORK — Crayons: Illustrate some phase of helping mother — going to store, basket of groceries, or setting table.

Second Day

MORNING TALK — Story: The Boy Who Wanted a Castle — p. 75, *Stories Children Want* — Milton Bradley Co. Conversation: Our homes which make up our streets — our streets which make up our city — our city as part of our country. Names of city and country. The men who look after our city — Mayor and men of council — How we can help — keeping streets clean — obeying safety rules, etc.

SONGS — Good Manners (see above) Crossing the street — Safety Song — Look to the left, Look to the right, etc. p. 25, *Canadian Singer*, — Book 1 — W. J. Gage & Co.

GAMES AND RHYTHMS — Always be careful — p. 7, *Musical Adventures* — Deseret Book Co.

HANDWORK — Cutting and pasting stop light.

Third Day

MORNING TALK — Review: The Home Family
The City Family

with their respective heads and rules which must be obeyed if all are to be happy. *Our Country* — *The Royal Family* — Names of Queen, Duke of Edinburgh and children, name of country and palace where they live, stories about the Queen and about her father, the late King George VI.

POEM — Buckingham Palace — A. A. Milne.

SONGS — Our Country — 1st verse — p. 20, *Songs and Silhouettes*, C. S. Burke — Gordon V. Thompson — God Save the Queen.

GAMES AND RHYTHMS — Soldier Boy — p. 22, *Singing Games for Children* — Willis Music Co.

HANDWORK — Cutting and pasting — railings and sentry box outside Palace.

Fourth Day

MORNING TALKS — *The Story of Queen Victoria* — Why we celebrate her birthday. Her relationship to Queen Elizabeth II.

SPEECH RHYME — Which is the way to London town,
To see the Queen in her golden crown.
Left, Right, Up and Down —
That is the way to London town.

SONGS — Same as above.

GAMES AND RHYTHMS — As above. Also — play presentation at court — bowing, curtseying, backing away.

HANDWORK — Cutting and pasting — complete picture of palace started yesterday. Cut and paste soldier in red jacket and busby hat.

Fifth Day

MORNING TALKS — The Union Jack — our flag — stands for our country — a friendly sign if we should ever be in a foreign land. The colours remind us to be brave, strong, and good.

SONGS — Our Country — 1st and 2nd verses — Flag Song — Play Songs — *p. 20*, *Songs and Silhouettes* — *Clair Senior Burke - Gordon V. Thompson* — Flag Salute.

GAMES AND RHYTHMS — Soldier Boy same as above using Union Jacks.

HANDWORK — Colouring hectographed Union Jack.

Sixth Day

MORNING TALKS — *Other Countries* of the world with differing flags, languages and customs — Some have same Queen — others have not. Welcoming those who wish to join our Queen's Family of countries — especially those already in our room. Helping those not speaking English.

SONGS — Same as above.

GAMES AND RHYTHMS — Parade of Rhythm Band — Soldier's Caps — Flags, etc. March to patriotic airs.

HANDWORK — Making three-cornered soldier's cap to wear in Band Parade.



B. UNGRADED PRIMARY SCHOOL PROGRAMME-Grades 1 to 3

Aim:

- To show
1. What the British Commonwealth of Nations means to us and to the world.
 2. That each is a member of a family which belongs to a community. Canada is a member of a family of nations which belongs to a world of nations.
 3. That each has certain duties to perform for his family and for his neighbourhood. Each country has obligations to its group and to the world.
 4. That many things have been inherited which make life easier and happier. From England, the centre of Empire, the members of the Commonwealth have inherited justice, freedom, and equality.

Introduction

The president of our Home and School, a member of the I.O.D.E., was asked to introduce the enterprise. She came as the mother of one of our pupils. The following is an outline of her introduction:

1. The Family

- a. In our class are many families with different names.
- b. Each family has certain things in common with all families — home, parents, brothers, sisters, etc.
- c. Each member has special duties — Children — What are their duties?
Parents have two duties
 1. To earn a living
 2. To guide the children.

2. The Neighbourhood

- a. Many families live in our neighbourhood.
- b. Parents earn their living in many different ways — each has a special duty to the neighbourhood too.
- c. Our neighbourhood is only a small part of Canada and the world.

3. The World

- a. Different families of nations in the world. Canada is a member of the British Commonwealth of Nations.
- b. There are many brothers and sisters in this family — Canada (the oldest sister), Australia, New Zealand, South Africa, India, and England (the mother).
- c. Each has a special duty to perform. (Map was referred to and pictures were pinned to each country as it was mentioned.) Canada — bread (wheat), Australia — wool (sheep), New Zealand — butter, South Africa — diamonds, India — rope (jute and hemp), England — boats.
- d. Head of the British Commonwealth of Nations — England. England teaches us many things such as rules for justice, liberty, honour, truth, equality, etc.

4. Symbols of the British Commonwealth of Nations

- a. Queen Elizabeth II
 1. Refer to all the Royal Family, and particularly to the way the late King George VI worked for the good of all his peoples.
 2. Similarity between the Queen and our parents — both guide us in the way of honesty, truth, usefulness, so that we may lead good, useful and happy lives.
- b. The Flag
 1. What each colour stands for.
 2. When we salute the flag every morning we promise to try to follow the teachings of our parents, Queen and country.

From the above introduction a series of lessons developed as follows:

LESSON 1 — OUR FAMILY — Oral English

1. What do our fathers and mothers do? Father works away from home to make money so that we may buy the things we need (food, clothing, heat, fun). Mother works at home keeping us clean, healthy, and comfortable. Both Father and Mother teach us how we are to live with others.
2. What do we do at home?
3. Does our family help anyone else? Grandmother, aunts, and uncles, people on the street.
4. How do we help others?
5. Does father's work help anyone else? Yes — teachers, factory workers, gas station attendants, accountants, etc.
6. Each of our fathers helps us all in some way. Could you show me how your own father helps? Perhaps you could write a story of two or three sentences telling what he does. Maybe he has some magazines at home. Pictures might be used to make a picture book or a poster might be made to show what your father does. In the Junior Red Cross Magazine this month there was a new idea for a book. We can live together and work together because we are in the British Commonwealth of Nations.

LESSON 2 — OUR NEIGHBOURHOOD

Our parents do different things. What work do people do in this neighbourhood? — doctors, firemen, milk drivers, store keepers, etc. How do people help each other? — Each does some different work which helps to make our life easier and happier.

Construction Lesson — The class was divided into several groups. Each group prepared a section of a mural to form a panorama of the neighbourhood. The following were drawn, coloured, and cut out—fire-stations, houses, stores, market, churches, factories, trees and gardens. The children worked co-operatively to produce the mural. All was assembled on the bulletin board. See picture No. 1. "We are a free neighbourhood in the British Commonwealth of Nations".

LESSON 3 — DOMINION OF CANADA

People earn their living in many ways in our neighbourhood. We are part of a much bigger land. Who can name our country? (Ontario, Canada). Our country is Canada, our province is Ontario. Explain the difference. Everyone in Canada doesn't do the same work. If they did we would have no bread, meat, vegetables, iron, coal, oil, lumber, etc. People across Canada do many things — there are fishermen, miners, farmers, oil-men, lumbermen, etc.

Construction Lesson — Each child draws, colours, and cuts out a picture of men at work in some Canadian industry — miners, fishermen, farmers, factory workers, etc. These drawings are arranged to show a cross section of Canada's workers. "Canada is a part of the British Commonwealth of Nations. It has sometimes been called the Bread Basket of the British Empire". Why?

LESSON 4 — THE WORLD AND THE EMPIRE

The whole world is made up of many different countries. These countries are grouped into families. Canada belongs to the family called The British Commonwealth of Nations. Each member in our own family has something special to do. Each country does something for the Commonwealth too. (Introduce the map of the world and find these countries on it. Later make the picture of the product and pin it to the map.) Canada — bread, Australia — wool, New Zealand — butter, South Africa — diamonds, India — rope, England — boats.

Symbol of The British Empire — The Flag.

What is the flag's name? For what does each colour stand? When we salute the flag, what are we promising to do? To live as our parents wish us to — to be good citizens of Canada.

LESSON 5 — Review of previous lessons followed by a construction lesson — Making the Union Jack.

Tell the children the names of the crosses and the countries to which they originally belonged. For the dimensions, strips may be used according to the directions given by J. M. Thorne in her book "The Art Class in Action" (p. 134).

LESSON 6 — THE HEAD OF THE EMPIRE — THE QUEEN

The Queen has many duties. She signs bills and laws, opens buildings, visits hospitals, helps the poor, and, like our parents, guides us in a good way of life. She is a living example to the peoples of the Empire and shows us how we should live.

A large bulletin board may be decorated with flags and pictures of the members of the Royal Family. Later some of these pictures might be put in a scrap-book.

LESSON 7 — THE PRIVILEGES WE INHERIT FROM THE BRITISH EMPIRE —

A DISCUSSION LESSON

1. Freedom of Religion.
2. Freedom in choice of our life's work.
3. Freedom of study.
4. Justice for all — no matter what colour, creed, or wealth.
5. Protection from those who would take our money, homes, etc.
6. Conveniences — produced by clever minds, — hydro, transportation, telephone.

LESSON 8 — OUR DUTIES TO OUR HOME AND TO THE WORLD —

AN ORAL EXPRESSION LESSON

These were suggested by the children and were later used as a writing lesson.

1. Help one another.
2. Help those who are hurt or frightened.
3. Obey the traffic laws.
4. Obey our parents.
5. Be truthful.
6. Go to Church.
7. Share with others.
8. Try to be healthy.
9. Love our home and country.
10. Be honest.

The children saw that many of these rules were the same as those they learned in Sunday School and that if they obeyed them they would be good citizens.

SONGS —

Here We Go Round the Union Jack

Tune — *Here We Go Gathering Nuts in May*

Here we go round the Union Jack,
The Union Jack, The Union Jack,
Here we go round the Union Jack,
For we're Canadian children.
This is the way we wave our flag, etc.,
For we're Canadian children.
This is the way we salute the flag, etc.,
For we're Canadian children.
This is the way we cross the flag, etc.,
For we're Canadian children.
Then hurrah for the Union Jack, etc.,
For we're Canadian children.

The Red, White, and Blue

Tune — *The Farmer in the Dell*

The red, white, and blue,
The red, white, and blue,

Wave the flag and march around
The red, white, and blue.
The red says, be brave, etc.
The blue says, be true, etc.
The white says, be pure, etc.
We all love our flag, etc.

We're Canadian Children All

Tune — *London Bridge*

We're Canadian children all,
Children all, children all,
We're Canadian children all,
We love our country.
Our emblem is the Maple Leaf,
Maple Leaf, Maple Leaf,
Our Emblem is the Maple Leaf,
We love our country.
Our flag is the Union Jack,
Union Jack, Union Jack,
Our flag is the Union Jack,
We love our country.

MEMORY VERSES —

1. Red says "Be brave, our land to save."
Blue says "Be true in all you do."
White says "Be pure, no wrong endure."
2. There are many flags of many lands
There are flags of every hue
But the dear, dear flag we love the best
Is the red and the white and the blue.
3. This is my country's flag
And I am my country's boy
To love and serve her well
Will ever be my joy.



C. EMPIRE DAY - PRIMARY SCHOOL - Grade 1 or 2

Aim:

To liken the British Empire to one big family and to compare the Royal Family with our family.

LESSON 1 — OUR FAMILY

How many are in your family? A mother and a father and a brother and a sister. Is there any one else who lives with you and is a part of your family? My grandfather and grandmother.

Where does your family live? On Cline Street.

In what kind of house do you live? A brick house or an apartment.

Art — A drawing of each child's family.

LESSON 2 — OUR RESPONSIBILITY TO OUR FAMILY

How can we make our family a happy one? By being kind, by reading to little sister, by drying dishes, by telling the truth, by doing what we are told, by going to the store, and helping in many ways.

In this lesson try to get across such points as kindness, love, truth, obedience, honesty, and loyalty.

Expression Work — Dramatize — being helpful at home — children guess the service being dramatized — drying dishes, hanging up clothing, etc.

LESSON 3 — PARENT'S RESPONSIBILITY

How do mother and father help to keep our family happy?

Mother —

- keeps our clothes clean and ironed
- cleans the house
- makes us good meals
- takes care of the baby
- reads to us
- cares for us when we are sick.

Father —

- goes to work and earns money for
 - good food
 - an education
 - a vacation
 - a warm house.

Together they teach us —

- to obey the policeman
- to be kind to other people
- to help our friends
- to respect property of others
- and set us a good example.

Blackboard Reading — In our family, everyone works to make the family happy. We must all love one another. We must be kind and good. We must thank Mother for keeping us clean and giving us good food. We must thank Father for sending us to school and giving us a good holiday and a nice house.

LESSON 4 — CANADA

In our class room there are many families. We all live together on different streets in one city. What is the name of our city? There are many cities near here. Can you name some other cities? Toronto, Niagara Falls, London, Montreal, Windsor.

All of these cities are in one country. What is the name of our country? Canada.

Song — Our Country's Name Is Canada

Songs and Silhouettes — Clair Senior Burke

Blackboard Reading — We live in a country called Canada. In Canada there are many cities. Some are Toronto, Hamilton, and London. Many families live together in these cities.

LESSON 5 — FLAG

Every country has a flag of its own. What is the name of our flag? Union Jack. What colours can you see in the Union Jack? Red, white and blue. The three colours of our flag give us three ideas to follow every day at school or at home or at play. They are —

The Red means be brave.
The White means be pure.
The Blue means be true.

Reading and Printing

Our flag is the Union Jack.
It is red, white, and blue.
The red means be brave.
The white means be pure.
The blue means be true.

Song — I Know Three Little Sisters
Hollis Dann — *Book II*

LESSON 6 — THE EMPIRE

There are many countries like Canada in the world. Some of them have the same flag flying over their big buildings and schools. Some of these countries are England, Scotland, Ireland, Australia, New Zealand, South Africa and India. We have a name that is used that means all of these countries. It is the British Commonwealth of Nations or British Empire. All these country families live together happily in the world.

Construction — Union Jacks

Songs — Here we Go Round the Union Jack
This is the Way We Wave Our Flag
The Red, White, and Blue.

LESSON 7 — THE QUEEN

The Queen, Elizabeth II, is the head of the British Empire family. She became Queen in February this year when her father, King George VI, died. She and her husband, Prince Philip, have a family like ours. They have two children, Prince Charles and Princess Anne. Who else is in the family? There is a grandmother and a great-grandmother. Show pictures of each and explain relationship.

Class Scrap Book — Children bring pictures of members of Royal Family to be assembled in a class scrap book.

Printing

Our Queen is Queen Elizabeth.
She has two children called Prince Charles and Princess Anne.

LESSON 8 — HER DUTIES

What does the Queen do for her big family of the British Empire? Discuss pictures brought by children.

- visit the poor people
- sign papers that make the laws
- visit the other countries of the Empire
- open the new buildings
- try to show us how to live a good life.

Dramatize — The Queen Serving the Empire.

LESSON 9 — HER HOME

Buckingham Palace

Make a comparison of the royal palace with that of the children as to size, construction, gardens, fences, servants.

Construction — Painted the outline of the palace on a large piece of paper and tacked to the outside of two orange crates. There are soldiers who guard the palace. These are called Guards.

Construction — Each child made a guard out of construction paper. Each child made a busby for himself to be worn in the Empire Day programme.

LESSON 10 — TRANSPORTATION

One child brought a model royal coach.

This led to a discussion and comparison of the difference in modes of transportation. We discussed the use of the coach in a royal procession.

Art — Crayon drawing of a royal procession.

LESSON 11 — CHORAL READING

Buckingham Palace

When We Were Very Young — A. A. Milne

Programme — All children wore black busbies. They also had banners of red, white, and blue across their chests. The large pictures of the King and Queen were tacked to a backdrop and decorated behind in red, white, and blue and flags.

First Child — Every one of us has a home. In our home we have fathers and mothers and brothers and sisters who all work together to make our family a happy one. All our fathers have to work at different things. Some are farmers, and policemen, and storekeepers, and painters. They all work at different things so that we can be safe and have food and clothes and houses in which to live.

Second Child — Our family is part of a bigger family called a country. The name of the country where we live is Canada. There are many, many families living in Canada with fathers that go to work and boys and girls that go to school.

Song — Our Country's Name is Canada

Songs and Silhouettes — C. S. Burke

Third Child (carrying a flag) — Our country, Canada, belongs to a very big family called the British Commonwealth of Nations. The flag of this family is called the Union Jack. It is red, white, and blue. The red in the flag means be brave, the white means be pure and the blue means be true.

Song — I Know Three Little Sisters

Book II, Hollis Dann

Fourth Child — The British Commonwealth of Nations is really one big family of many countries. The head of this family now is Queen Elizabeth. She lives in a big house called Buckingham Palace.

Choral Recitation (by all)

Buckingham Palace — A. A. Milne

Flag Drill

Class Singing — Flag of Britain — *Regent Square Tune No. 2, Hymnary*

Class Choral Speaking

Our loved Dominion bless
With peace and happiness
From shore to shore;
And let our Empire be

United, loyal, free,
True to herself and Thee
For evermore.

Pledge and Flag Salute

God Save the Queen.

Activity for the week preceding Empire Day suitable for junior classes of slow learners — Adjustment and Opportunity Classes.

Story and Introduction to Empire Day

Use the well-known picture representing Queen Victoria receiving the news that she had become Queen; "The King is dead; long live the Queen".

Tell the story of "The Princess Who Became Queen", which is reproduced simply in the reader "Golden Windows". Tell about Queen Elizabeth becoming queen when she was on her way to Australia, and her return to London.

From this develop the idea of Victoria Day and Empire Day and the fact that originally it was a birthday celebration.

Form a wall panel framing the above picture and have one of the children print the name "Queen Victoria" in large red letters. The panel may be decorated with flags and Buckingham guards.

The British Empire

Procure an old map and have children colour (with crayon) the parts of the British Empire. Other children may make flags which are pinned on the parts of the Empire; others may make a red, white and blue border to go around the map mural.

Our Flag

The formation of the flag may be taught by a construction lesson on a hectographed outline, that folds into the Union Jack. Small flags coloured by all the pupils may be used in various ways. From the song, "The Union Jack", by Claire Senior Burke, the children will learn the meaning of the various colours. They may illustrate these on coloured paper, and use them for a display panel.

A stand-up for the window may be made by using three sizes of soap boxes, covered with red. On the top a flag may be placed. Four stand-up figures may be made saluting the flag.

The Royal Family

Our present Royal Family may be discussed and a family picture used to do a panel similar to the one done about Queen Victoria. A large stand-up castle for a window display may be made with Buckingham guards, the Queen standing near.

Blackboard Reading

May be developed within the reading scope of the child and read and printed by him.

Examples: I live in the city of Hamilton.

My country is Canada.

Canada is one part of the British Empire.

All of the British Empire has the same Queen.

Her name is Queen Elizabeth.

We are part of the British Empire.

Some other countries are England, Scotland, Ireland and Bermuda.

Our flag is the Union Jack.

Red means, "Be Brave".

White means, "Be Kind".

Blue means, "Be True".

Religious Instruction

May be linked with our own country — Canada. Try to have the children learn to appreciate the blessings we in Canada have.

Scripture useful for this purpose is Deuteronomy, chapter 8, verses 7, part of verse 8, part of verse 9 and 10 and part of 11. This may be put on the blackboard in blue chalk with the capitals made red, white, and blue. Have this read from the board each morning.

Teach verses 1, 2, and 8 of the hymn, "Land of Our Birth" which is in most hymn books. The children find no difficulty in this and enjoy singing it.

A Grade 2 Bulletin Board Project

- (1) A border with pupil-made flags.
- (2) A class poem based on the Nursery Rhyme "The Old Woman Who Lived in a Shoe".
There once was a family
Who lived in a shoe,
They had so many children
And each knew what to do.
They all did their duties,
Were kind, good, and true.
These were good citizens.
What about you?
- (3) A co-operative reading paragraph.
A Good Citizen at Home
— is helpful to his parents
— is honest and truthful
— is kind and thoughtful to his family
— is kind to his pets
— keeps himself clean and neat
— helps to keep his home and yard tidy and beautiful.



D. PRIMARY SCHOOL - Grade 3

Lessons in Preparation for the Empire Day Programme

Aim:

To impress upon the minds of the children that the stability of the Empire depends primarily upon the home.

Conversational Lessons to develop the idea of the relationship between the home and the Empire, based on the following:

1. In the *home*, small children need much care and guidance from their parents. In the *Empire* the young colonies needed help and guidance from the Mother Country.
2. In the *home*, growing children can help their parents. In the *Empire*, the growing colonies helped the Mother Country in many ways, e.g. trade, products, defence.
3. In a good *home*, in daily living, by precept and example, children learn self-reliance, truth, justice and honesty, self-discipline, tolerance and co-operation, courtesy, and gratitude. In the *Empire* the colonies were the children of the Mother Country and tried to live up to the great traditions built up through the centuries by the generations of the people of the Mother Country, England.
4. The good qualities (loyalty, truthfulness, obedience, helpfulness, etc.,) learned in a good *home* are of value to (1) the neighbourhood (2) the school (3) the country (4) the Empire.

The home, school, and church work together to make good citizens and as the children become older they learn all that the flag means, e.g. history, struggle, glory, and co-operation, our glorious heritage. It is not the size, nor the beauty, nor the wealth but the spirit of the Empire that makes it strong. This is based upon freedom and justice.

Each child, therefore, can make a contribution to his country and to the Empire. In our *Empire* many of the colonies long since have become dominions and have made many contributions to each other and to the Mother Country.

5. Unity in the *home*, unity in the *Empire*.

Things To Do

1. Collect pictures of the Royal Family showing their activities — in their home, going to church, visiting hospitals, officiating at the opening of buildings, attending bazaars for charity — to be used as the basis for conversational lessons, for a scrap book, for display board.
2. Make murals depicting the activities of the Royal Family the homes and children of the various peoples of the Empire, e.g. native home of the Maori of New Zealand.
3. Have an Empire Day Corner — showing exhibits of the products of the different countries of the Empire, or a display of dolls representing children of the Empire. Exhibit travel posters of the countries of the Empire.
4. Children find in library books and tell the class the legends of the three Patron Saints, in the Story Hour. Draw, colour, and cut out the three crosses — pasting to make the Union Jack, or make folder.
5. Posters drawn by children — illustrating actions of children depicting working together, playing together.
6. Learn an Empire Day prayer, e.g. *Regulations and Programme for Religious Education in Public Schools*, p. 34.
7. Writing — Poems about the emblems of the Empire countries.
8. Draw, colour, and cut out emblems to be pinned on the costumes of the pupils taking part in the Empire Day Play.
9. Verse Making — verses to be incorporated in the Play.

Play — Our Home and the Empire

Cast: John, Mary, Sandman, Group of Canadian Children, Children from the Empire or Commonwealth Nations.

(John and Mary enter and sit down)

JOHN: We were talking about the Empire at school to-day. It is like our family except that it is bigger.

MARY: Yes, we have Father and Mother at the head of our family. The Empire has the Mother Country, England, at its head.

JOHN: There Queen Elizabeth lives with her family.

MARY: It is a happy family, too. It is doing its best to help all the members of the Empire.

JOHN: We can help the Empire by making our home a good one.

(Sandman scatters a little Empire dream dust)

MARY: I begin to feel sleepy. I think I will lie back in this chair for a few minutes.

JOHN: Yes, I feel sleepy, too.

(Both children go to sleep and dream)

(A group of twelve Canadian children appear)

FIRST CHILD: Let us show Mary and John how they can make their home a good and strong one. The better our Canadian homes are, the better our country will be, and the stronger the Empire.

SECOND CHILD: We are willing workers
Loyal and dependable are we;
To help our parents, teachers, friends,
Our aim will ever be.

THIRD CHILD: Our Canadian emblem, the beaver, sets a good example for us. He is such a good worker.

FOURTH CHILD: We are obedient.

FIFTH CHILD: When Father tells you to do something,
Just be a little man
And answer very quickly,
"I'll do the best I can."

SIXTH CHILD: We persevere and are self-reliant. We do not lean on others.

SEVENTH CHILD: I am only a little child,
I cannot do much, but still,
I do not wait for others
But do what I can, with a will.

EIGHTH CHILD: When we meet with difficulties,
(And we always meet with some)
We just keep right on trying
Until they're overcome.

NINTH CHILD: We learn to co-operate, to get along with others.

TENTH CHILD: If we all co-operate, every single one,
It does not take us long to get the hardest job done.

ELEVENTH CHILD: We have courage to do the right.

TWELFTH CHILD: We try to be honest and just every day,
In all our dealings to insist on fair play.

CANADIAN CHILDREN (in unison):

We are proud of our homes in Canada
Where we learn to be upright and true
So we'll make a stronger Canada
And a stronger Empire, too.

(Children of the Empire appear in turn and remain on the stage)

(Little boy from India enters)

CANADIAN CHILD: Who are you?

CHILD FROM INDIA: I live in India, the land of mountain and plain. It is part of the British Empire.

CANADIAN CHILD: Then you are my friend and brother, although your skin is brown.

CHILD FROM INDIA: We send spices to other countries of the Empire. Some of the carpets in your Canadian homes were made in my country.

AUSTRALIAN CHILD: Australia is my country and home,
The land of the kangaroo;
I am glad to belong to the Empire,
And always will be true.

CHILD FROM NEW ZEALAND:
I come from New Zealand, the land of mountain and lake;
It has faith in the Empire which nothing can shake.

CHILD FROM CEYLON:
I come from Ceylon, the land of great tea plantations;
We send tea to you, and other Commonwealth nations.

CHILD FROM SOUTH AFRICA:
My home is in South Africa with its plateau and pastures fine,
We supply diamonds and gold from many a mine.

CHILD FROM ONE OF THE ISLANDS OF THE SEA:
From one of the many islands of the sea
I've come to make a call
To tell you that we're proud of the Empire free,
And we'll work for it, one and all.

SCOTTISH CHILD: I come from Scotland.
It's the land that the bluebell and heather adorn:
'Twas here that our Queen Elizabeth's mother was born.

WELSH CHILD: I come from Wales, the land of song;
We do our part to keep the Empire strong.

CHILD FROM NORTHERN IRELAND:
I come from Northern Ireland, the land of the shamrock gay,
With the British Empire we want to stay.

ENGLISH CHILD: I am from the Motherland true,
England is proud of all of you.

CANADIAN CHILD: We all belong to one big family with the Union Jack flying above us. It stands for the Mother Country and her sons and daughters. It stands for all the brave men who have worked and fought to keep the Empire free.

CANADIAN CHILD: The Union Jack is my country's flag,
The flag of Liberty;
To keep it flying up high above
I pledge the best that is in me.

CHILDREN OF THE EMPIRE (in unison):
We pledge our all to the Union Jack,
The staunch red, white, and blue;
On many brave deeds it bids us look back,
Also forward to some yet to do.

CANADIAN CHILD: The children of our Empire have their homes in every part of the world. The sun never sets on the British Empire.

All the children on the stage sing: A World of Schools
(*The New Canadian Song Series, Book IV*)

E. JUNIOR SCHOOL PROGRAMME - Grades 4, 5 and 6

THEME: How Canada Serves the British Commonwealth of Nations

Planning for the Programme

At a committee meeting it was decided to spend a week on an Empire Day project instead of one day. Three periods of class discussion were held. During the first discussion we talked about the meaning of Empire Day, when it started and how it was celebrated in the past. The pupils studied the map of the world to find the members of our Commonwealth of Nations. It was then decided that we should plan and write a play to be staged in our own and other classrooms on Empire Day. This play was to be simple enough for classroom use as our school has no auditorium. It was also decided that we should make posters to pin on the four bulletin boards in the halls of the school. During our second discussion period the class was divided into groups of two for research work and for making the posters. The posters were to be made of coloured pictures showing how the countries of the Commonwealth and the provinces of Canada contribute to the British Commonwealth. The pupils gave suggestions as to where these pictures might be found — a visit to the travel agencies, or from magazines and weekly newspapers. Each group representing the provinces and territories of Canada was to do research work to be written into the play. An extra poster was then suggested of the map of the world, marking the Empire in red and over it pictures of the Queen. This was to be used as a background for the play, fastened to the blackboard.

The Development

This project afforded a splendid review in Social Studies as the Grade 6 course was the study of Canada. The play which was written is suitable for Grades 4, 5, or 6 but the Grade 4 and 5 teachers would need to spend more time teaching the names and locations of our provinces, also what each one contributes to the British Commonwealth of Nations. Each group proceeded during the week to do research work on which it handed in a report. This was followed by talks with each individual group picking out the most important parts to be used in the play and the most suitable pictures to be used on the posters. One boy made the letters for the posters. These were used as tracers so that all the posters would have uniform lettering. The posters were done on red paper with white lettering. As the speaking parts of our play were brief they were all memorized in a single day. We had two practices only before we staged the play on Empire Day itself. Each music period during the week was devoted to learning the songs to be used in the play. This meant that the choir needed no extra practices. A committee of four boys arranged and tacked the posters on the bulletin boards the day before Empire Day. The study of our Empire naturally brought us to the study of flags, coats of arms, emblems, customs of people, study of maps, etc.

Suggestions for Class Discussions and Correlation with All Subjects

1. What have the New Canadians of the past and present brought to add to the happiness and strength of our Dominion?

England — Government methods, high moral standards of honour, justice, fair-play, co-operation, British law — jury at proper trials and the protection of the law.

Scotland — the same — also methods of sheep farming and the sports of golf and curling.

Ireland — love of music and a sense of humour.

Wales — Music and skills in mining.

Holland — Methods of dairy farming, market gardening and the growing of flowers.

Scandinavia — Co-operative marketing and gymnastics.

2. What Does Freedom in Canada Mean Today?

Freedom of worship, the press, choice of vocation, freedom of travel; private ownership of homes, lands, goods; private enterprise business; no class distinction; freedom from fear of political despots — no slave camps.

Opportunities for —

— the highest standard of living — best of homes with all conveniences.

— high earning power — good working conditions.

— our own resources — food, mineral, forest, etc.

— a great variety of clothing, food and other supplies.

— a broad education and privilege to choose one's own vocation.

Art

1. The story of the Union Jack and the making of it by building up the crosses of St. George, St. Patrick and St. Andrew.
2. Free expression drawings by the pupils for specific topics suitable to grade level.
3. Illustrations of stories of famous Canadian people such as Laura Secord, Wolfe at Quebec, etc.

Music

Land of Hope and Glory

The Maple Leaf Forever

O Canada

My Own Canadian Home

Rule Britannia

England — Strawberry Fair (*High Road of Song, Book 1*)
John Peel

Scotland — Loch Lomond
Bluebells of Scotland

Ireland — Rose of Tralee
Killarney (*School and Community Song Book*)
Galway Bay

Wales — The Bells of Aberdovey (*High Road of Song, Book 3*)
Lazy Robin (*Silver Book of Songs*)

France — Alouette
Frere Jacques

Hymns — Faith of Our Fathers
Land of Our Birth
O God Our Help in Ages Past

Dances for Empire Day

GRADE 4	DANCE	REFERENCE	RECORD
England	Black Nag	Bartlett: Games, Dances and Activities	Victor #20444
Ireland	Irish Dance	Rhythms and Dances, Bartlett, Ackerman & Moore	Record 3 Rhythms and Dances Album
Scotland	Scottish Dance	Rhythms and Dances, Bartlett, Ackerman & Moore	Record 3 Rhythms and Dances Album
GRADE 5			
England	Sweet Kate	Folk-Dances from the Old Homelands, E. Burchenal	Victor #20444
Ireland	Kerry Dance	Rhythms and Dances for Elementary Schools, LaSalle	
Scotland	Highland Schottische	Rhythms and Dances for Elementary Schools, LaSalle	Victor #21616
GRADE 6			
England	Rufty Tufty or Gathering Peascods	Games, Dances and Activities Bartlett	Victor #20446 Victor #20445
Ireland	Irish Jig	Folk Dance Book C. Ward Crampton	
Scotland	* Scottish Reel Strip the Willow	Dances of the People Burchenal	Victor #21616

* SCOTTISH REEL

Formation: Sets of four in a circle.

1. Starting with inside foot, touch toe to side then calf of leg, and repeat. Then take four glides to centre. Repeat starting with outside foot and glide back to place. Repeat to centre and out.
2. Toe touching forward 4 counts each, rt., lt., rt., lt.
3. Four hands round, 8 glides left and 8 glides right.
4. Swing with buzz steps, 8 counts holding with right then 8 counts holding with left.
5. Couples run forward 4, backward 4, then forward 8, passing couple facing right shoulder to right shoulder, and meeting new couple.



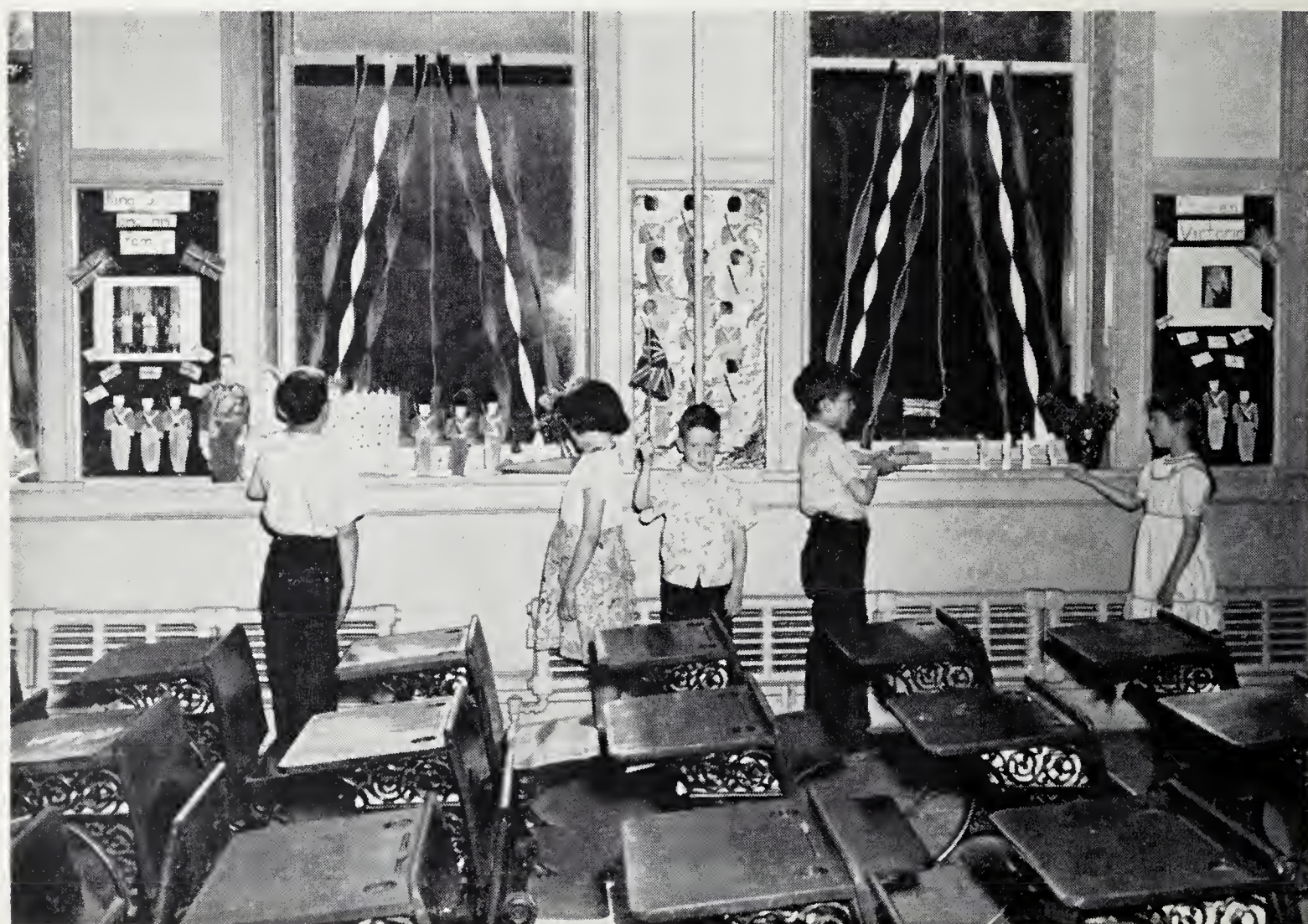
Ungraded Primary Class. "A Free Neighbourhood in the British Commonwealth of Nations."



Kindergarten. "Good Citizens at Work and Play."



Grade I. Choral Speaking Choir.



Grade I, Adjustment Class. Panel and Window Display.



Grade II. Flag Drill.



Junior Grades. "Canada's Gift to the Empire."



Grade VII. "The British Commonwealth Calling the World."

Science

The study of the Maple Leaf, Beaver and the Trillium. Discussion on trees, animals and birds peculiar to each part of the British Empire.

Language

Interest the pupils in writing letters to pen pals in other parts of the Empire. An example was given of two pen pals in Ontario and New Zealand who started corresponding eleven years ago and met for the first time this year in Hamilton.

Oral reproduction of such stories as —

- How Daulac Saved the Colony
- How Wolfe Won Quebec
- The Story of Laura Secord
- Brave Madeleine Vercheres Defeats the Indians
- The Royal Northwest Mounted Police

Literature

GRADE 6 — The study of such poems as the following taken from *Canadian Verse for Girls and Boys*, Garvin

- Little Baptiste — *W. H. Drummond*
- Ballad of Jasper Road — *Katherine Hale*
- The Song My Paddle Sings — *Pauline Johnson*
- Little Moccasins — *Robert W. Service*
- M'Sieu — *Wilson MacDonald*
- The Reckoning — *T. Goodridge Roberts*
- Heat and Morning on the Lievre — *Archibald Lampman*

GRADE 5 — Jacques Cartier — *Thos. D'Arcy McGee*

- The Maple — *Darnell*
- Midwinter Loneliness in the North — *Canadian Poems for Girls and Boys.*

GRADE 4 — The Maple Tree Story

Gateways to Bookland.

Social Studies

1. Study of Canada
2. Can you find how the following were named?
Canada, Manitoba, Toronto, Regina, Ontario, Saskatchewan, Ottawa, Winnipeg, Victoria.
3. Important Historical Dates —
1534 1667 1796 1887 1608 1759 1867

The Play

CANADA'S GIFTS TO THE BRITISH COMMONWEALTH OF NATIONS

Characters and Costumes

MR. ALLEN

MRS. ALLEN

BILL ALLEN

MARY ALLEN

JAN (Holland)

CECILE (France)

ERIC (Norway)

PRINCE EDWARD ISLAND — Farmer — overalls — carrying package of Prince Edward Island potatoes.

QUEBEC — French coureur de bois — plaid shirt, bright sash, fur cap.
ONTARIO — Factory worker — overalls, lunch pail.
MANITOBA — Farmer — overalls, straw hat.
SASKATCHEWAN — Farmer — overalls.
ALBERTA — Cowboy.
BRITISH COLUMBIA — Lumberman — plaid shirt, high boots, carrying a saw.
YUKON — Miner — cover-alls, hat with light on it.
NORTHWEST TERRITORIES — Northwest Mounted Police — red shirt, Scout hat,
gun in holster.
NEW BRUNSWICK — Irish — green skirt, white blouse, belt (black).
NOVA SCOTIA — Scotch — kiltie costume.
NEWFOUNDLAND — Fisherman — rain coat, hat, rubber boots.
CANADA — Maple leaves pinned on a white dress.
PAGE — Red jacket and wedge cap.
BRITANNIA — White dress, crown, flag draped across body.
CHOIR — Headbands of maple leaves.
AIR FORCE, NAVY, ARMY — Regular uniforms.
(Each province and territory wore a band from right shoulder to left waist bearing the
name of the place they represented.)
FURNITURE — Two chairs draped as thrones in the centre of the stage and to the left
two large chairs for Mr. and Mrs. Allen and five small chairs for the children.
STAGE SETTING — In the background — a map of the world showing the British
Empire in red, above it a picture of Queen Elizabeth. To the front right side of the
stage — the Union Jack. Two thrones front centre for Britannia and Canada.
SCENE — Left front of stage, the home of a Canadian family. Mr. and Mrs. Allen are
sitting in the living room, the former reading the newspaper and the latter darning
a pair of socks.
MR. ALLEN: Well, well, another boat will arrive in Canada to-morrow with 1,500
immigrants.
MRS. ALLEN: Isn't that fine. You know, John, it seems fitting that Canada should
open her arms to 1,500 more people on the birthday of our British Empire.
MR. ALLEN: Birthday? Right you are. May 23rd. Our Empire may be one year older
but every year she becomes stronger because her people believe in freedom of thought,
of deed and of word.
(The door opens and in come Bill, Mary and three immigrant friends.)
CHILDREN: Hello, Mother. Hello, Dad. Hello, Mr. and Mrs. Allen.
BILL: Mary and I have been telling Cecile, Jan and Eric about our Empire Day
programme to-morrow in school.
MR. ALLEN: Mother and I were just talking about to-morrow, too. You children will
be proud to celebrate this great day with us.
JAN: Oh, yes. The people of Holland are very grateful to Canada. They celebrated
their liberation day on May 5th. It was just six years ago that your armed forces
freed us from Germany.
CECILE: The French people, too, have not forgotten. We are so glad to be living in
Canada, now. Daddy has a good job and Mother loves to shop for your lovely food
and clothes. In France we could not afford to buy new clothes.

ERIC: The people who came from Norway are happy, too, to celebrate your Empire Day with you. I know we will love Canada and become good Canadian citizens.

MRS. ALLEN: I'm sure you will. We are proud to have you as friends of our children. They will help you to understand our Canadian customs.

MARY: Mother, I have been wondering two things. When was the first Empire Day and who is Britannia we hear about so often?

MRS. ALLEN: Those are good questions, Mary. The first Empire Day was started by Mrs. Clementina Fessenden of Hamilton, Ontario, in 1896 and has been held every year since to help hold together our great British Commonwealth of Nations. The first countries in our Empire were England, Scotland, Ireland and Wales, which together were called Britain. Britannia was the Spirit guarding this tiny Empire which has grown into the greatest Empire in the world, to-day. Sit down with us and hear a wonderful story.

(All seat themselves and remain seated still and quiet until the following pageant is over.)

Miss Canada enters with Army, Navy and Air Force. These stand right front while Miss Canada stands in front of her throne and recites the first verse of *This Canada of Ours* by Percy J. Philip.

To Canada our fathers came
And gave the unknown land its name,
This Canada of ours.

God grant that we will never let
That name be tarnished, or forget
The joy of building mightier yet
This Canada of ours.

The Choir now files in and takes its position back of the family on left hand side of the stage.

The choir and Miss Canada sing the first two verses of O, Canada.

(Enter Britannia, followed by her Page carrying a rolled document. Britannia stands before her throne while the Page stands to her right.)

CANADA: Welcome, Britannia, to our fair country.

BRITANNIA: Our British Commonwealth of Nations needs your help, Canada. Our Empire is just recovering from years of war, trouble and poverty. We are preparing again to fight if necessary to keep in our world freedom from dictatorship — freedom of thought, of speech, of worship and of fair play. We are calling on all of our countries for help. Page, can you tell me of the gifts promised to me and my world friends by my Empire Children?

PAGE: (Steps forward, unrolls scroll and reads.)

Yes, your Majesty, I shall proudly read the list.

Scotland — wool and beautiful tartan material.

North Ireland — linen, bacon, china.

Africa — ivory, rubber, gold, diamonds, sugar, coffee, cotton and tea.

Australia — wool, mutton, gold, wheat.

New Zealand — wool, meat, butter and cheese.

West Indies — fruit, cotton, sponges.

India — though not one of your children, now, has sent you ivory, tea, rich jewels.

Page now steps back to his position between Canada and Britannia.)

BRITANNIA: What can you offer, Canada, to help the British Commonwealth of Nations feed her people and fight her enemies if necessary to keep peace in the world?

CANADA: We have grown into your largest and richest country, Britannia. We can help in many ways but I will let my provinces tell you themselves.

(Seat themselves on the thrones, provinces appear in turn, speak from front centre to right of central group and then arrange themselves in a semi-circular position back of Canada and Britannia.)

NEWFOUNDLAND: (Dressed as a fisherman.) I am Canada's newest province. I am proud to be a member of the Commonwealth. I can give you fish and lumber and will guard for you our great sea-way, the St. Lawrence. Your great planes may rest at Gander Airport. I will send my iron ore to Nova Scotia. She uses her coal to make my iron into steel. I am proud to help.

NOVA SCOTIA: (A Scotch costume.) I'm Nova Scotia. Most of my people are from Scotland and rousing songs we sing when we all get together. (Song — Loch Lomond — or Bonnie Dundee, The Road to the Isles.) Yes, I, too, can help our Empire. Under me is coal and coal and coal — the seams of which stretch out into the sea. I'm brimming over with apples and my fishing fleets bring in tons of fish from the ocean to send to you.

NEW BRUNSWICK: (Irish costume.) I am New Brunswick. Many of my people came from Ireland to build up my province into a proud member of Canada. I have apples, potatoes, coal, lumber and fish to send to you. My people have a love of music, too. (Song — Galway Bay — or Rose of Tralee, Killarney, Macnamara's Band.)

PRINCE EDWARD ISLAND: (Farmer.) I am from lovely Prince Edward Island in the gulf of the St. Lawrence. We will send to you potatoes, and fox furs, the finest in the land.

QUEBEC: (Coureur de bois or a lumberman.) I am from Quebec. I, too, guard our great St. Lawrence waterway and protect our ships as they begin their journey carrying Canada's contributions to you. I am large and I need to be for I have many people. Most of my people are French who love to weave, spin, carve in wood and sing our songs. (Song — Frere Jacques or Alouette.) I have gold, timber and furs. I manufacture all the needs of any man. I am proud to send to you anything you wish.

ONTARIO: (Factory worker.) I am Quebec's next-door neighbour, Ontario. I, too, am great for I have Ottawa, the capital of all the Dominion — the meeting place of all our Canadian provinces. I stretch far into the north to bring you nickel, gold, and silver, fine furs and timber. I lie on the Great Lakes where countless freighters busily pass. I am the busiest province in the Dominion and all my people work hard together for Canada and our Empire.

MANITOBA: (Farmer.) You find me where the west begins. I have fields of waving grain and the largest granaries in the world. I have sent my wheat to the ends of the world. You can always count on me to bring you bread — the staff of life.

SASKATCHEWAN: (Farmer.) I, too, am the Empire's bread basket. I am Saskatchewan — wide and wonderful. I grow wheat and wheat and wheat.

ALBERTA: (Cowboy.) I am a beautiful province with prairies, rolling hills, lakes and mountains. I am Alberta. I have timber and fur-bearing animals. I send oil, which gushes from my deep wells, by pipe line to Lake Superior where boats carry it to Sarnia in Ontario. My sister province will refine it and send it along to you. I hold my head high with pride that I, too, can help you. I am a happy province, too, with my rodeos and singing cowboys.

(Song — Home, Home on the Range; Boots and Saddle; Back in the Saddle Again.)

BRITISH COLUMBIA: (Lumberman.) I am on the other side of the Rocky Mountains on the shores of the vast Pacific Ocean. I am British Columbia — the fairest province of them all with snow-capped mountains towering to the skies, rushing streams, immense trees and flowers of rare beauty.

RECITE: Our Dominion is from Sea to Sea, etc.

I supply over half of Canada's gift of lumber which I send to many parts of the world. I have great ports. I have fish. I have mines. I am proud to share my wealth with the British Commonwealth of Nations.

YUKON: (Miner.) I am not a province but I, too, belong to Canada. I am the Yukon, far in the north. Men have built a highway to me now so I, too, will be proud to help

you. I can send you copper and I can help your armed forces who are training here in the north to protect our country if danger comes.

NORTHWEST TERRITORIES: (Mounted police.) I am from a vast region in the north between the Yukon and Hudson Bay. My forests abound with fur-bearing animals. I am full of adventure. The Royal Northwest Mounted Police keep law and order among my people and help them in time of need. I am rich. Men have not yet dug deep in my land to find my wealth.

SONG: Land of Hope and Glory.

CANADA: Britannia, we offer these birthday gifts to you and your world friends. (Recites verses 3 and 4 of This Canada of Ours.)

3. In strength together we will stand
Defending our beloved land,
This Canada of ours.
And never shall it cease to be
A nation where all men are free,
In harmony from sea to sea
This Canada of ours.
4. With joy we welcome those who come,
In loyalty, to make their home
This Canada of ours.
To them we give our rights to share,
From them we ask, always to bear
In love, in honour and in prayer.
This Canada of ours.

CANADA: We have welcomed many people to live with us in freedom. May we always be bound together with an understanding love of peace, freedom and good neighbours. To keep peace in our world we give to you our Army, our Air Force, our Navy.

BRITANNIA: Thank you, Canada, for your great gifts. I need your loyalty, your gifts of such great value, your armed forces. Our British Commonwealth of Nations will always work together to keep peace, prosperity and happiness in the world.

PLEDGE OF ALLEGIANCE: Then all sing — Rule Britannia.
(These people now stand perfectly still. Mr. and Mrs. Allen and the children arise and our attention turns to them.)

PETER: I have been told, Mr. Allen, that the sun never sets on the British flag. Is that true?

MR. ALLEN: Yes, Peter, it is true. Every hour of the day the sun is shining brightly on our Union Jack somewhere in the world.

BILL: Our Queen must be proud to rule over people who are so loyal to her.

MRS. ALLEN: She certainly is, children. She is making our Empire stronger, too, day by day, with her quiet courage and understanding just as her father did before her. May God guide her during the years to come.

MARY: We would like to tell you the verse we have learned for to-morrow. It will mean so much to us now after hearing this marvelous story.

CHILDREN: Join hands and repeat this verse written by Edward Shirley.
Children of the Empire, join hands across the main,
And glory in your brotherhood, again and yet again.
Uphold your noble heritage — oh never let it fall;
And love the land that bore you,
But the Empire best of all.

God Save the Queen.

F. EMPIRE DAY IN THE INTERMEDIATE SCHOOL - Grades 7 - 8

The Hamilton Grade 7 and 8 classes in each school are organized on a semi-departmentalized plan. Written English, Social Studies and Mathematics are taught in a Home Room by one teacher. Art, Music, Oral English (speech and drama), and in some cases Literature, are taken by special teachers.

In order to correlate work on Empire Day done in each school, constant staff conferences are essential.

Below will be found the main enterprise on "The Festival of Empire" as carried out in a typical "Home Room" along with Empire Studies as carried out in co-operation in the special rooms.

Enterprise — Contribution of the Commonwealth to the Welfare of the World

Home Room

This enterprise was broken into three main parts.

1. The contribution to the world in the field of government.
2. The contribution of the commonwealth in the material field.
3. The contribution of the commonwealth in culture, science, religion, music, etc.

The first part was headed "The development of our democratic form of government".

As our present form of government was attained little by little over a period of more than a thousand years, it was necessary that we discover the various steps that have been taken. It is interesting to note that the Dominions in the Commonwealth have adopted the form of government of the Motherland with only minor changes.

The introduction of the class to this topic offered an excellent opportunity for correlation. In the art class a scroll was made to represent the Magna Carta. Lettering was done in the early English style. Parliament Buildings of Toronto, Ottawa or London, England, offered a challenge to the better students for a lesson in perspective.

In the drama class one or more of the following was suggested as correlation:

- (a) House of Commons debate for the passing of a school law.
- (b) Trial before a judge and jury for some school offence.
- (c) A play to show the improvement in the form of voting.
- (d) An election was held on a current school activity. Such an election might well fit in with municipal, provincial or federal activities.

A visit to the local Court House proved an excellent motivation before this project was attempted.

After the above motivation the class had access to a number of text books which were used for reference. We found the following of great value in gathering this information:

1. *The British People — A Story of Social Development — Arthur Anstey — W. J. Gage & Co.*
2. *A History of Britain — H. B. King — Macmillan.*
3. *Britain's Story — E. Wynn Williams — Dent and Sons*
4. *The Kingsway Histories — E. Wynn Williams — Dent and Sons*
5. *England in Europe — E. L. Daniher — Copp Clark Co.*

The pupils were divided into pairs and asked to investigate one of the following list of topics and report during the next lesson.

Government of Early Saxon England
Government of Later Saxon England
Government of Norman England
Development of Cabinet
Development of Judges on Circuit
Development of the Exchequer
Trial by Jury
Development of Common Law

The Great Charter
Development of Parliament from the Great Council
The Right to Vote
Responsible Government
Vote by Ballot in the Commonwealth

The contributions were kept brief, made in simple language and wherever possible illustrated by one or more pictures. The reports were given orally. An example of what two pupils found out about the government of early Saxon England is given below:

“In early Saxon England there was no central government and no organized local government. The chieftains of early bands often took the title of King, but they were leaders in war rather than heads of a government. There was no written law and courts and judges did not exist. The freemen of a settlement held a meeting, or moot, to decide disputes or make changes in the unwritten laws. These were the moots that were to grow into courts.”

.

After the contribution of the Commonwealth to the world in government had been dealt with, the class considered how the Commonwealth has given the world material progress. Considerable time was taken to develop our conceptions of material progress. It was finally agreed that material progress was the result of the work done by a group of people. Material progress was something you could see and measure in comparison to other groups. Our main efforts then showed how the members of the Commonwealth had produced remarkable results in industry and trade through the development of their natural resources by hard work, skill and determination.

It was now time to see what material progress Canada, Australia, New Zealand, India, Pakistan, and the United Kingdom had given to the world. The class realized their lack of knowledge in the undertaking. They then decided they would have to do some research on these countries before any decisions could be made on the material contributions they had made to the world. They agreed that they would have to know something about the nature of these countries — size, surface, natural resources, climate, etc. They also needed information on the people in each country — their number, outlook, background, etc. There also would be a need for information on the work or achievement of these peoples — their industrial production, their great inventions, and their progress in social welfare.

Realizing their need for more information, the pupils were now eager to break down into smaller groups and seek their information for a particular Commonwealth member. Two classes of roughly eighty pupils were divided up into groups to study one country in detail from available sources. One group leader was elected for each of these sections: Canada, Australia, New Zealand, South Africa, India and Pakistan. The class was divided into groups around these leaders sociometrically, i.e. with the person with whom each chose to work. The largest committee was Canada with 20 members and the smallest New Zealand with 9 members. The list of references at the end of this article represented the sources available to the groups for each of their countries. The classes decided that at the end of their search for material that this would have to be presented in some form.

The next two periods were spent in exploring the books available to increase their understanding of the country and the problem under investigation. During this time most of the group leaders had divided up their countries into separate areas of investigation for each of their members. Occasionally, points that needed to be cleared in the minds of the pupils were discussed with the whole group. Much map work was done intensely in search for accuracy. The group members made notes of what they found so they could report back to their group leader on their phase of the search.

The pupils now had had time to get to know one Commonwealth country more intimately. They then discussed how they wished to present the material they were going to assemble. As a result of several suggestions, the decision was made to present their

findings in the form of a television review. Each pupil was to be responsible for a picture on the screen dealing with his topic and a short paragraph as a script suitable for the understanding of the picture. Using the "B. B. C. Calling" motto, the title was to be "The British Commonwealth Calling the World". Each member of the Commonwealth would appear on the screen in turn and reveal the material progress his country had rendered to the world. They all agreed that Canada, our own country, should be first.

Each pupil then chose a picture to depict most easily some phase of the material progress of his country. In most cases the group leader assigned the same topic that the pupils had investigated in the reading stage. While these were not primarily to be art masterpieces we stressed the necessity of having a picture presentable enough to convey his topic. The choice of the picture was left to the individual pupil and he was to compose a paragraph which would be a running commentary on his picture while it was on the screen.

This stage required about four or five periods for the art and composition work to be completed. A great deal of time was spent in writing in their own words what they had found. Some of the material was beyond their reading level so it required application to discover the exact meaning of the author. Rewriting in their own words was an invaluable aid to writing good English free of usual language errors.

To prepare for the presentation a few simple properties were needed. One pupil brought in a large box carton which was set up as the cabinet of the television set. One side and an opening for the screen were cut away. The cabinet was decorated to represent a real model and set up on the teacher's desk. The pupil sat on the chair behind the desk, held his picture upon the screen for his audience to see and either read or explained orally his picture.

The class suggested that we should use a musical background. We had a choir of eight voices which hummed the selection which was suggestive of the country on the screen. For the introduction we used the "Land of Hope and Glory". For background music for Canada we used "The Maple Leaf Forever" and "The Blue Canadian Rockies". For Australia and New Zealand the choir hummed "Waltzing Matilda". For India and Pakistan no one knew any representative song so the Indian National Anthem was read while the choir hummed the hymn "The Twenty-third Psalm". For South Africa we used the gold mining song "In a Cavern". As a finale the choir repeated "Land of Hope and Glory".

List of References

UNITED KINGDOM

1. *Our Empire's Story* — C. W. Airne — Sankey & Co., London, England
2. *Empire Atlas* — W. S. Birkett — Evans Brothers Ltd., London, England
3. *London Calling the World* — The British Council — Pitman
4. *This is Britain* — The British Council — Longmans, Green
5. *The United Nations Peoples and Countries* — U. N. Information Office
6. *Kingsway Histories* — Williams — Dent
7. *Canadian School Atlas* — Dent
8. *Britain and the Empire* — Daniber — Copp Clark
9. *The Empire Story* — Rivers — Ryerson
10. *Boys and Girls of the British World*.

CANADA

1. *Canada from Sea to Sea* — Department of External Affairs
2. *The Oil Seekers* — Imperial Oil Limited
3. *Canada at War* — (No. 34 and 43) Wartime Information Board
4. *Canada Year Books* — Department of Trade and Commerce, Ottawa
5. *Canada and Her Neighbours* — Taylor — Ginn and Company
6. *Story of Canada* — Brown — Copp Clark
7. *Canadians at Work* — Hallman — Clarke Irwin
8. *Story Workbook of Canadian History* — Harman & Jeanneret — Copp Clark.

INDIA and PAKISTAN

1. *Indian Information* — Government of India Information Service, Washington
2. *India Independence Day* — Indian Information Service
3. *Pocket Guide to India* — U. S. War and Navy Department
4. *A Canadian Looks at India* — G. W. Wyant
5. *India — Land of Vast Resources* — High Commissioner's Office — London
6. *A Picture of India* — Howard — Edson Co., London.

SOUTH AFRICA

1. *The Union of South Africa* — Public Relations Office, South Africa House, London
2. *This is South Africa* — Union of South Africa Government Information Office
3. *South Africa Invites You* — Publicity Department, South African Government Railways
4. *Kimberley* — South African Railways, Publicity Division
5. *South Africa* — South African Tourist Corporation
6. *It Happened in South Africa* — Harris — Moyer.

AUSTRALIA

1. *Maps of Australia* supplied by Australian High Commission in Ottawa
2. *Australia* — Australian National Travel Association, Melbourne
3. *Pocket Guide to Australia* — U. S. War and Navy Department
4. *It Happened in Australia* — Harris — Moyer.

NEW ZEALAND

1. *The Maori* — N. Z. Government Tourist Department
2. *Pocket Guide to New Zealand* — U. S. War and Navy Department.

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The third aspect of the enterprise was the contribution of the Commonwealth in culture, science, religion, music, etc.

The motivation for this project came from English Literature in such selections from *Beckoning Trails* as the Great Physician, page 353 or He Gave Wings to Words, page 373.

When this enterprise is used in a senior public school, as it was in our case, there was a wonderful opportunity to bind the school work together by correlation. The art teacher dealt with the contribution in this subject. The music, science and health and physical training teachers similarly took up the Commonwealth contributions in their subjects. If, however, all of the above subjects are taught by one teacher, then almost the whole school programme may be correlated to achieve unity in the school programme.

The Empire's Contribution to the World of Music

In an oral discussion of the above project the children's minds naturally turned toward the Mother Country, England, the heart of the British Empire.

In dealing with the music of the Commonwealth, this heart, or central core, seemed an ideal starting point. It was decided to study briefly the contributions of several British composers, both past and present, whose music had been a part of the choral or music appreciation programme within the recent term.

Englishmen such as Parry and Blake, had had great dreams and hopes for their Motherland. Parry had used Blake's poem, Jerusalem, and had set it to very beautiful music. This had formed a splendid number for the school choir. The music was found in several church hymn-books.

Elgar was suggested as one who had made a noteworthy contribution to English music. All children knew the stirring and thrilling music of the Pomp and Circumstance Marches. In these they heard the music for Land of Hope and Glory, and Song of Liberty, both of which had been used on previous occasions.

Gilbert and Sullivan have quite an appeal to children in the senior grades, more perhaps as listening material, rather than material for performance. Several knew the story of these operas from recent radio programmes. The story of this rather unique partnership of "Gilbert and Sullivan", with its "ups" and "downs" was appealing to children.

Eric Coates was a name familiar to the class. The class was divided into 4 sections and each section was given a topic for a 5 minute presentation to the whole class.

The assignments follow:

Group 1 — Facts of interest in the life and works of Eric Coates

Group 2 — Covent Gardens

Group 3 — Westminster

Group 4 — Knightsbridge

Coates' London Suite was then presented for music appreciation — this music is tuneful and descriptive. It paints in musical tones several scenes in London — these reported on as above.

Record No. 1 presented in the form of a Tarantelle described the famous Covent Gardens. On this record the old English folk tune Cherry Ripe was frequently heard.

Record No. 2 presented in the form of a Meditation musically describes Westminster. Time was taken before playing this record to recall many interesting facts connected with Westminster. The pupils had no trouble to imagine many colourful occasions as they listened to this record.

Record No. 3 Knightsbridge March — familiar to and thoroughly enjoyed by most children.

The girls and boys realized that the field of music was so intensive that no class could do justice to this topic without spending many weeks of study. This conclusion was a very satisfactory one at which to arrive.

Below are listed source materials useful in developing an appreciation of Empire Music.

BOOKS

1. *Canadian Song Book*, edited by Macmillan
2. *Dr. G. R. Fenwick's Book, Songs of the Commonwealth*, published by Gordon V. Thompson

OTHER SONGS

1. *Flag of Britain* (Tune — Regent Square with Descant)
2. *Faith of Our Fathers*
3. *O God Our Help in Ages Past* (with Descant)
4. *Worship* — Geoffrey Shaw
5. *Song for a Festival* (with Descant), Music by George Dyson, M.T. 1296, Novello & Company.

RECORDINGS

1. *British Grenadiers* — H. M. Canadian Grenadier Guards — Victor 216609
2. *Rule Britannia* — Sir Adrian Boult and B.B.C. Symphony
3. *Pomp and Circumstance Marches* (1 & 4) Elgar
No. 1 — Victor 12-1019
No. 4 — Victor 130840
4. *London Suite* — Columbia Long Playing M.L. 4274
Victor Recording 36129 A 36129 B 36130 A
5. *Jerusalem* — Paul Robeson — Victor 27348
6. *London Fantasia* — Columbia Light Symphony — Columbia 12032
7. *Cornish Rhapsody* — London Symphony Orchestra — Columbia 12017

The Art Room Contributes to the Empire Programme

While the children's interests were being directed toward Empire Day in Social Studies, Music, Literature and Drama, it was an excellent time to choose Good Citizenship as a topic for an art activity.

A few individual topics used for illustration were as follows:

We keep the class room tidy

Always put waste-paper in containers in the parks

Help the helpless

Are you a good sport?

These illustrations were put on display in the halls as well as the class rooms.

Mural making is highly beneficial in teaching co-operation. Here we had a group of 6 students working on a large sheet 6 ft. long and 3 ft. wide, a harmonious pattern in group life. The themes were Games, Songs or Dances of other lands.

The murals were designed so that a number of individual panels were used which dealt with one theme; for example Games of Other Lands. Should individual panels be used a motif of some kind should be employed to tie these panels together, such as sky, hills, etc.

Much research work was necessary on the part of all members of the class. Some pupils painted the landscape necessary for the setting while others prepared paper sculpture figures in native costume. These figures were then attached to the mural in their correct position, after the background had been painted. Poster colour or chalk were found best suited for covering such large surfaces.

Another fine co-operative activity in which children fused subject matter naturally and creatively was found in the puppet show. A similar theme was worked out as above. While some were making puppets and dressing them, others were painting the scenery for the back drop or were writing the script.

Works of great English painters were discussed at this time, namely:

Age of Innocence by Sir Joshua Reynolds

The Infant Samuel Kneeling At Prayer by Sir Joshua Reynolds

The Blue Boy by Thomas Gainsborough

Boy With a Rabbit by Sir Henry Raeburn

The Boyhood of Raleigh by Millais.

The Fighting Temeraire by Joseph Turner

Landscapes by John Constable, the first English landscapist.

Miniatures of these and many other English prints can be obtained at the Toronto Art Gallery.



ENGLISH LITERATURE AND EMPIRE DAY

1. The Place of English Literature in the World

From the day when William Caxton established in England a vehicle for the dissemination of English letters the island has not ceased to give to the world a broad and abundant stream of poetry and prose of the highest order. His own press produced among some one hundred and two books not only the deathless *Morte d'Arthur* of Malory but also that rich fountainhead of English poetry, Chaucer's *Canterbury Tales*. Since that auspicious beginning the presses of England have turned out in quantity the works of the greatest of English writers of every genre — poets, playwrights, novelists, historians, men of science and men of arts — all of them men whose masterpieces the educated of many nations besides their own will not willingly let die.

Perhaps more so than that of most other races the English genius has expressed itself through the medium of religion. The most influential of all English books, not certainly in its content a creation of England but one of the great foundation stones of all her culture and written in the stateliest of English prose, the *King James Version* of the Bible, has served to carry the word of God into the farthest corners of the Empire, and in the innumerable translations prepared under the auspices of the British and Foreign Bible Society has been the means of changing the lives of millions in every quarter of the globe. Milton, guided by the fact of Scripture but uncaged by the limits of truth as revealed in it, was able to soar beyond this "bourne of time and place" to write the visions "unattempted yet in prose or rhyme". With what success he achieved his startling purpose the world has attested in ranking the English epic with the greatest of those of ages ancient and modern and in granting to the English poet a status held heretofore only by Homer, Vergil and Dante. In the magnitude of his concepts it is possible that he surpassed them all.

A man of much more humble talent, but one imbued with a similar if somewhat more stringent religious faith, was John Bunyan. Interested not in the fine art of writing but in powerfully influencing the lives of men, Bunyan, in his *Pilgrim's Progress*, produced a work which has been more often reprinted, more often translated, than any other English book except the Bible.

The name, however, which from the vast firmament of English letters shines most brightly in the eyes of the world is that of William Shakespeare. In the field of dramatic writing he remains peerless. Unlike most other dramatists he was equally skilled in the production both of tragedy and of comedy. His greatness is due, not primarily however to the completeness and brilliance of his plots, most of which were borrowed, nor to the surpassing beauty of his poetical voice, but rather doubtless to the depth and range of his powers of characterization: to his ability to create men and women of flesh and blood, individuals who have become familiar to the educated of many countries besides his own.

In other fields of literature Englishmen have likewise gained a world-wide fame. The poets during the last century and a half, especially the Romantics, Byron and Shelley, have been known far and wide, and more particularly perhaps on the continent of Europe where for long they were looked upon as models. The novel is a mode largely developed in England and brought to varying degrees of perfection through the years by such assorted masters as Henry Fielding, Oliver Goldsmith, Laurence Sterne, Jane Austen, Sir Walter Scott, William Thackeray, Charles Dickens, George Eliot, Charles Reade, John Galsworthy, John Buchan and Somerset Maugham, to name only a few, most of whom are and have been read in many lands. In recent years also many short story writers have gained great eminence; not least of them are Robert Louis Stevenson, W. W. Jacobs, Rudyard Kipling and the New Zealander Katharine Mansfield. From the time of Sir Philip Sidney a steady stream of English essayists have created notable work both serious and humourous. Outstanding among these are Joseph Addison and Richard Steele. A great fictional travelogue and a great satirical allegory, Dafoe's *Robinson Crusoe* and Swift's *Gulliver's Travels* are now as famous the world over as children's books as ever

they were fulfilling the original intent of their authors, and each not only has been translated many times but imitated in many ways. Among great scholarly monuments England has given to mankind such diverse books as Johnson's *Dictionary*, Boswell's *Life of Dr. Johnson*, Smith's *The Wealth of Nations*, Gibbon's *Decline and Fall of the Roman Empire* and Darwin's *The Origin of Species*, not to mention the work of men like Locke, Berkeley, Hume, Mill, Spencer, Huxley and many more. In almost every branch of letters, indeed, the books of England are widely known and justly praised for their intrinsic worth.

2. A Literature Lesson for Empire Day

For a literature lesson to be taught on Empire Day it is to the realm of poetry that one most readily turns. England, like Greece of old, is the mother of many poets, and many of these have sung the mother's praise. The choice for the teacher is wide and ranges from the majestic words of Gaunt in Shakespeare's *Richard II* which begin

This royal throne of Kings, this sceptred isle

to the poignant sonnet by Rupert Brooke called "The Soldier". Among those glorifying the Empire are such poems as "Rule Britannia", but the one which would seem best perhaps to catch its true spirit, its humility as well as its pride, and its humble reliance upon the mercies of God, is Kipling's immortal hymn, "Recessional", easily accessible to most teachers in various hymnaries, in *Life and Literature II* or in *Life and Adventure*.

"Recessional" was written in the year 1897 to commemorate the Diamond Jubilee of Queen Victoria. Rejected at first by the poet it was later published, at the insistence of friends, in *The Times* of July 17, 1897, with a few minor exceptions in the five-stanza form familiar to all today. In these times of "the breaking of nations", when the ties that unite the empire are rather more spiritual than real the emphasis in the lesson might well be put on the transitory nature of human institutions and on the present need of this great commonwealth to renew its faith in the sovereignty of an unchanging God and its trust in His ability to keep intact for His own immutable purposes that undaunted family of nations which has done so much to further the spread of Christianity throughout the world.

The Library and Empire Day

We are very much indebted to the Children's Librarian of the Hamilton Public Library for aid in making the following list of books, pertaining to the countries in the British Commonwealth. Through free reading, we feel that much can be learned of a country — its products, its natural life, its people, and hence its contribution to the world. Two months before the project is to start, the children should be encouraged to bring in such or similar library books, and build up a collection from which they may read as opportunity offers.

READING LIST FOR EMPIRE DAY

UNION OF SOUTH AFRICA		GRADE	PUBLISHER
Buchan	<i>Prester John (Adventure Story)</i>	7-8	Nelson
Fitzpatrick	<i>Jock of the Bushveld (Dog and Hunting Story)</i>	7-8	Longmans
Gatti	<i>Here is the Veld (Travel)</i>	7-8	Scribner's
Juta	<i>Look Out for Ostriches! (Tales of South Africa)</i>	7-8	Knopf
Marais	<i>Koos the Hottentot (Tales of the Veld)</i>	4-7	Knopf
Stinetorf	<i>Children of South Africa (Short Stories)</i>	4-6	Lippincott
Taylor, A. K.	<i>African Adventures (Mounted Police Adventures)</i>	6-8	Alvin Redman

BRITISH AFRICA, OTHER THAN SOUTH AFRICA

<i>Busoni</i>	<i>Stanley's Africa</i>	8	<i>Viking</i>
<i>Courlander</i>	<i>The Cowtail Switch (Gold Coast Folklore)</i>	4-7	<i>Holt</i>
<i>Davis</i>	<i>Picken's Great Adventure (African Boy)</i>	4-6	<i>Oxford</i>
<i>Davis</i>	<i>Picken's Exciting Summer</i>	4-6	<i>Oxford</i>
<i>Kalibala & Davis</i>	<i>Wakaima and the Clay Man (East Africa Baganda Folklore)</i>	4-6	<i>Longmans</i>
<i>Stevens</i>	<i>Lion Boy (Tanganyika)</i> also — <i>The Mark of the Leopard</i> <i>Lion Boy's White Brother</i>	6-8	<i>Lippincott</i>
<i>Elliot</i>	<i>Where the Leopard Passes (African Folklore)</i>	4-6	<i>Routledge</i>

AUSTRALIA

<i>Busoni</i>	<i>Australia (Brief Description)</i>	5-8	<i>Holiday House</i>
<i>Cottrell</i>	<i>Wilderness Orphan (Kangaroo Story)</i>	6-8	<i>Messner</i>
<i>Davison</i>	<i>Red Heifer (Australian Cattle Story)</i>	7-8	<i>Coward McCann</i>
<i>Footo</i>	<i>Walkabout Down Under (Travel in Australia)</i>	6-8	<i>Scribner's</i>
<i>Hawkins</i>	<i>Animals of Australia (Coloured Pictures)</i>	5-8	<i>Penguin</i>
<i>Hogarth</i>	<i>Australia: the Island Continent (History and Description)</i>	5-8	<i>Houghton Mifflin</i>
<i>MacPherson</i>	<i>Australia Calling (Travel in Story Form)</i>	5-8	<i>Dodd Mead</i>
<i>Pearson</i>	<i>Story of Australia (Picture History)</i>	4-6	<i>Harrah</i>
<i>Rees</i>	<i>Story of Karrawingi, The Emu (Brief Story)</i>	4-8	<i>John Sands</i>
<i>Rees</i>	<i>Story of Shadow, the Rock Wallaby (Brief Story)</i>	4-8	<i>John Sands</i>
<i>Rees</i>	<i>Story of Shy, the Platypus (Brief Story)</i>	4-8	<i>John Sands</i>
<i>Rees</i>	<i>Story of Kurri Kurri the Kookaburra (Brief Story)</i>	4-8	<i>John Sands</i>
<i>Watson</i>	<i>Silvertail, A Story of a Lyre-Bird (Brief Story)</i>	4-8	<i>John Sands</i>

NEW ZEALAND

<i>Morice</i>	<i>Book of Wiremu (Maori Boy)</i>	5-8	<i>Oxford</i>
<i>Henry</i>	<i>New Zealand (Pictured Geography)</i>	3-4	<i>Whitman</i>

BRITISH GUIANA

<i>Tee-Van</i>	<i>Red Howling Monkey (Indian Boy of British Guiana)</i>	5-6	<i>Macmillan</i>
<i>Waldeck</i>	<i>Jungle Journey (Explorer's Adventures)</i>	7-8	<i>Viking</i>
<i>Waldeck</i>	<i>White Panther (Animal Story)</i>	5-8	<i>Viking</i>

CEYLON

<i>Kiviat</i>	<i>Paji (Boy of Ceylon)</i>	4-7	<i>Whittlesy House</i>
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INDIA — PAKISTAN

<i>Bothwell</i>	<i>Little Boat Boy: A Story of Kashmir</i>	3-5	<i>Harcourt</i>
<i>Bothwell</i>	<i>River Boy of Kashmir</i>	3-5	<i>Morrow</i>
<i>Bothwell</i>	<i>The Thirteenth Stone: A Story of Rajputana</i>	5-7	<i>Harcourt</i>
<i>Boulter</i>	<i>India (Brief Description)</i>	5-8	<i>Holiday House</i>
<i>Batchelor</i>	<i>A Cap for Mul Chand</i>	3-4	<i>Harcourt</i>
<i>Kennedy</i>	<i>Here is India (Life, Customs, etc.)</i>	7-9	<i>Scribner's</i>

INDIA — PAKISTAN (Continued)		GRADE	PUBLISHER
<i>Kipling</i>	<i>Just So Stories</i>	4-6	<i>Macmillan</i>
<i>Kipling</i>	<i>The Jungle Book</i>	5-8	<i>Macmillan</i>
<i>Kipling</i>	<i>Second Jungle Book</i>	6-8	<i>Macmillan</i>
<i>Metzger</i>	<i>Picture Tales of India</i>	3-5	<i>Lippincott</i>
<i>Modak</i>	<i>Land and People of India (People, Epics, History)</i>	7-8	<i>Lippincott</i>
<i>Mukerji</i>	<i>Kari the Elephant</i>	5-8	<i>Dutton</i> <i>Copp Clark</i>
<i>Mukerji</i>	<i>Hari the Jungle Lad</i>	5-8	<i>Dutton</i>
<i>Mukerji</i>	<i>Jungle Beasts and Men</i>	5-8	<i>Dutton</i>
<i>Root</i>	<i>The Feast of Lamps (Hindu Village)</i>	3-4	<i>Whitman</i>
<i>Singh</i>	<i>Gift of the Forest (Rural India)</i>	5-8	<i>Longmans</i>
<i>Weston</i>	<i>Bhimsa the Dancing Bear (Story of India)</i>	4-6	<i>Scribner</i>
<i>Spencer</i>	<i>Made in India</i>	8	<i>Knopf</i>
NEW GUINEA			
<i>Cheeseman</i>	<i>Camping Adventures in New Guinea</i>	7-8	<i>Harrap</i>
<i>Cheeseman</i>	<i>Marooned in Du-Bu Cove (Story of New Guinea)</i>	6-8	<i>Bell</i>
WEST INDIES, ETC.			
<i>Henry</i>	<i>West Indies (Pictured Geography)</i>	3-4	<i>Whitman</i>
<i>Henry</i>	<i>Bermuda (Pictured Geography)</i>	3-4	<i>Whitman</i>
<i>Henry</i>	<i>The Bahamas (Pictured Geography)</i>	3-4	<i>Whitman</i>
<i>Brown</i>	<i>Henry-Fisherman (A Story of the Virgin Islands)</i>	3-4	<i>Scribner</i>
<i>Henry</i>	<i>British Honduras (Pictured Geography)</i>	3-4	<i>Whitman</i>
<i>Hader</i>	<i>Jamaica Johnny</i>	4-5	<i>Macmillan</i>
<i>Joor</i>	<i>Bermuda Vacation</i>	3-4	<i>McKay</i>
<i>Woodhall</i>	<i>The Happy Island (U.S. Camera Book) — Bermuda</i>	3-6	<i>Maloney</i>



AN EMPIRE DAY PLAY

The scene is the auditorium or the stage of any class room, or assembly hall. The rehearsal of an Empire Day Programme is coming to an end. On stage are the director, and the cast, who may be as many as the class wishes, though a minimum of seven or eight is suggested. The part of the director may be taken by the teacher or by one of the senior pupils, though it would probably do more to hold the play together if the teacher did take a part. As the curtain opens then, we are nearing the end of the rehearsal, and the cast is grouped around a dummy microphone on centre stage. The effect of the opening may be heightened if the director speaks from the darkness of the audience at the beginning, and then comes up on to the stage as the real play progresses.

(Curtain opens on the speech of Announcer One)

A. 1: And so, in reviewing the contributions these men and women have made to our civilization and way of life, we find that the British Empire is much more than just a few red spaces on the map of the world. It is more than armies marching to subdue uprisings in distant outposts. It is a number of peoples scattered over the world working together in every way. In the arts, in the sciences, in the

DIRECTOR: (from pit) O.K. . . . Cut. That's where you'll fade in your Land of Hope and Glory music, Jim. And when you reach the second refrain the scouts and guides break out the flags. We'll take a five minute rest period and then run through the ending again to see if we can smooth it out a little.

(There is a general break away from the group on the stage, as the Director comes up on stage. All scatter around, on stage, some sitting on any scenery or platforms there might be, and all talking generally.)

PUPIL: May we go outside for a moment, Sir?

DIRECTOR: No. Would you all stay here on the stage for a while please, so I'll know where you are when it's time to begin again. Relax though, and some of you might benefit a little if you looked over your lines.

(There is more general conversation, and Sally and Joan come downstage to the footlights where the Director is talking to one of the boys).

SALLY: Mr. X. We're not quite sure of that part where Florence Nightingale says this (showing him the script). Would you mind explaining this, please?

JOAN: I'm alright on the part where she says this: "Among the contributions to our way of life which the Empire has made, through her peoples, not the least was that of the Lady with the Lamp — Florence Nightingale". I know that part already.

SALLY: Yes, but why was she the first great nurse? I mean weren't there other nurses before her time? Seems to me I've read about them before that.

DIRECTOR: Well now let's think about that for a moment. Yes, there were nursing groups before her time. But they suffered from lack of organization. Soldiers had been wounded in their thousands, and other people too, but after the middle ages there were not many very desirable types attracted into the field, for various reasons.

TOM: How was that?

DIRECTOR: Somehow or other the suffering of others had never been brought home to people before. Florence Nightingale was typical of what we might call the Empire Conscience — big words those but do you follow me?

JOAN: Yes, I think so. You mean that she campaigned and talked and did things so that the government just had to build good hospitals, and see to it that the nurses who looked after the sick were trained and able to do their jobs properly . . .

DIRECTOR: Remember the closing lines of your speech there as Florence Nightingale, Sally? Say them for me — the part where she is very old and is looking back over her past life.

SALLY: (comes down left dragging a chair) This can be my wheelchair. Where shall I begin?

DIRECTOR: So I say to you

(Here she enacts a scene as Florence Nightingale and should age her voice).

SALLY: So I say to you, who are going into the world to help the sick, that though through my endeavours much good may have been done, the sick being better attended, and the wounded cared for, I am but one, and alone I could never have ever made a start. Working with me all my life have been unseen thousands all over the world — people who speak our same language, and have carried British ideals and ideas of fair play, humanity and honest dealing to the uttermost ends of the earth.

DIRECTOR: There you are, you see. The basic ideas — the thoughts underlying the whole British Empire organization.

(As these last speeches have been given, gradually the whole group on the stage has come around the Director at the foots).

TOM: Fair play, honesty and humanity. Yessir, they're pretty good things to aim at aren't they? You might call it sportsmanship in a grand way.

GEORGE: And the Empire has produced some good ones at that too. And some good games as well, when you think of it.

ANN: Yes. We may all laugh at the idea of a cricket match "stoppin' for a drop o' tea at four o'clock, don'tcha know", but all the same, everyone all over the world knows that when you say a thing is not cricket, you mean that it is not fair.

DIRECTOR: Yes. I think perhaps the fair play idea is one of the Empire's greatest offerings to the world. But of course that's not all. Fred, you're in the science part of the programme, and several others of you as well, let's see how much you can recall as regards the Empire's contributions in that area

FRED: Well, going back a bit, there is James Watt and the steam engine

JOE: Which eventually led to cheap transportation, which in turn led to

DIRECTOR: Excuse my interrupting you, but did you ever hear the expression "The people of Canada moved West on steel"? Any of you know what it means?

LOIS: That the settlement of the West was made possible more or less by the railways?

JIM: Say, that's right. I never thought of it that way. So you might really say that James Watt started it all.

DIRECTOR: You should read up on the C.P.R. and see for yourself what an achievement that was.

TONI: I saw a movie on that once, and was it ever good.

CLAIRE: I like the English movies

DIRECTOR: Which reminds me. Let's run through that scene on Shakespeare and the theatre afterwards.

GARY: Do you think we are getting the idea across there alright? I mean do we really put it over to the audience, that as the Empire's land area increased the people settling there took with them the British culture?

DIRECTOR: I think that part is good enough, but it seems to me that we'll have to add a bit about the more recent writers

PAUL: How about some Canadian ones in there?

DIRECTOR: Alright, name a few

LOIS: Stephen Leacock. I like his stories, they are funny

GEORGE: Then there's Wilfred Campbell, and Pauline Johnston

DIRECTOR: Oh you needn't worry, there'll be plenty to choose from

DON: While we're in this country how would it be if we ran through our part on the painters, Sir? I'd like to hear the words again so that I can cue in the slides I'm to show

DIRECTOR: O.K. Bill, let's hear from you.

BILL: In the cultural field we now turn to painting, and here again the British Empire has had much to offer. Such great names as Landseer, Constable, Turner, are known and honoured throughout the world, and from our own Canada there has sprung a school of artists of whom the Empire is justly proud I think I know the rest pretty well. How are you for the cueing from there on Don?

DON: O.K. Thanks. That's where I put in the first slide of Tom Thomson.

BOB: I like that style, like "West Wind" or "Lake Superior", boy, there's something even I can understand.

JUDY: (mimicking a radio announcer) The Empire's art offers something for every taste and pocketbook? Eh, Bob?

BOB: Well, we can laugh alright but you know, it's just about the truth.

ROGER: You know, before we started on this programme, I never could quite figure out why explorers and such were so important. But you know, it begins to add up.

SALLY: How's that?

ROGER: Take my part on David Livingstone for example. Till I was in that play I didn't realize the benefits that the British rule brought those people.

DIRECTOR: Yes, it's quite the thing nowadays to laugh about explorers, and sneer about exploiting the poor heathen native, but when you look into it

ROGER: You find that they gain more than they lose.

JOAN: And remember, Livingstone was a missionary too. I wonder how many more heathens there would still be in the world if it had not been for him.

SAM: And others like him too.

DIRECTOR: Of course. What is it Sam?

SAM: Do you mind if I run through my records again before we begin rehearsing?

JOE: While you do I might as well do my speech as well. O.K.?

DIRECTOR: Sure. But we'll not have time for all of it. So just try out the beginning. (Sam puts on a record of the Vaughan Williams arrangement of Greensleeves).

JOE: There is music in every land, yet what music brings the Homeland of Britain to us more clearly, and more beautifully than this tune Greensleeves? It is arranged by Vaughan Williams, a living English composer, and is taken from an old English folk melody. To think of but a few of the Great British and Empire composers let us recall Handel, who worked in England, Purcell, Eric Coates, Benjamin Britten

DIRECTOR: Sorry to stop you boys, but maybe we can run through the rest later. I'd like to try over the wind up of the play part now. Clear the stage, and let me have the Explorer, the Artist and the Scientist on. Remember, this is the scene where the arts meet the practical man, and the idea here is to present a kind of summing up of all the contributions the Empire has made to the world in all fields of endeavour.

(The others now move away from the centre of the stage, and leave only the Director and the three others on).

SCIENCE: I speak for Science. The Empire is a family, and as in all families everyone shares the benefits of each other's good fortune, of discoveries. Of late years science has gone striding ahead. Think of the mighty aircraft thundering through the night, guided by radar, a British invention and discovery. Think of the thousands of diabetics, living happy normal lives because of the discovery of insulin by the Canadian Dr. Banting. Think of your television set, and remember that a Scot, Baird, was one of the pioneers in this field.

DIRECTOR: Cut in on him with yours here George.

GEORGE: I am the voice of the Arts. It has been said that man cannot live by bread alone. The Greatest of all men said that. Nor can he live without culture. As the boundaries of the Empire moved forward, wherever a settlement appeared and prospered — culture followed. Painting — music and dancing — theatre and the beauty of buildings. In our Empire each separate unit has evolved its own artistic means of expression — but stemming from the main source. In music, we have only to hear *Waltzing Matilda*, and there is no need for any one to tell us of the country of its origin.

DIRECTOR: That's fine, thanks. Will you give that Shakespeare quotation now please, Marion.

MARION: (gives the John of Gaunt quotation from Shakespeare).

This Royal throne of Kings, this sceptered isle,
This earth of majesty, this seat of Mars,
This other Eden, demi-paradise,
This fortress built by nature for herself
Against infection and the hand of war,
This happy breed of men, this little world,
This precious stone set in a silver sea,
Which serves it in the office of a wall
Or as a moat defensive to a house,
Against the envy of less happier lands,
This blessed plot, this earth, this realm,
This England.

DIRECTOR: And now the explorer. Give your final words.

EXPLORER: Scott and his companions pressed on relentlessly to the South Pole, and on their return were overtaken by a blizzard, which eventually took their lives. They died bravely. But none so bravely as Titus Oates, who, fearing that his lameness would hold the others back, wandered off into the night and was lost forever. This he did purposely. Of him Scott wrote this epitaph — in words which we of the Empire may appreciate more perhaps than any others — "There went a very gallant gentleman".

DIRECTOR: (quietly) Thank you. When this programme goes on, I'm sure that we will leave our audience with something to think about. And if they go away from the hall with the realization that the Empire is — to use your words there Bill — much more than a few splashes of red on the map — then we shall have done our parts.

(The director comes down to the footlights, and looks directly at the audience. The rest by now have moved away and the stage is bare).

DIRECTOR: Think about it. Will you?

(He walks off the stage as the curtains close).

Notes on Empire Day Play

The thought behind this play was to present to the audience a different approach to the benefits we derived from being members of the Empire, and naturally even more would it do this for any children taking part. The idea of the rehearsal ending, and then the cast informally discussing their parts, seemed to be a speedy and simple way of covering an enormous amount of territory. Many plays and scenes were referred to, or touched upon, which would have taken much time to perform in their entirety.

Most of the scenes referred to or enacted in part were correlated with Social Studies for the grades, and it is suggested that any group might well pursue the study of such possible scenes, and write in a few of their own. Within this framework you may add extra musical or dramatic items — which again may be evolved by your classes. For example it would be a simple matter to enlarge on the Livingstone theme, or Florence Nightingale and include an entire playlet on them. This play called for no costumes and the only property needed was a dummy microphone.

Much of the script was read. A completely informal presentation is preferable.

May it again be stressed that the play as produced is merely a suggested outline, a framework, into which any class may interpolate any scenes or performances of their own choosing. Appended are a few suggested themes for dramatization which might be added.

1. Stanley and Livingstone.
2. Newton and gravity.
3. The invention — discovery of penicillin.
4. Shakespeare and Shaw discussing their contributions to Empire culture.
5. The development of the legal set-up in the Empire from the medieval days. (Tie in with Social Studies).
6. Lives of famous heroes — Clive of India, Nelson, Wellington, Queen Victoria, and such contemporaries as Field Marshal Lord Montgomery, Lord Alexander of Tunis, etc.
7. Farming — evolution of scientific methods — Arthur Young, etc.
8. Development of industrial might (by means of some actual firms — Massey-Harris for example).
9. Life of some famous artist or composer — Turner or Coleridge Taylor.
10. Scenes from Kipling or Hardy.

