

tion of other professional bodies, is the subject of frequent comment. Injustice may be inflicted upon teachers, their work and aims be misrepresented, and they may treat one another unprofessionally, without fear of any organized action on their part toward correcting all this.

Men have wondered at the marvelous influence of Arnold over his boys, an influence reaching on into after life, so that the Rugby boys were distinguished at college and beyond. But when we study his life with his boys at Laleham, as well as at Rugby, there is no marvel. When we see him sharing their sports, when we see him in the evening at work in the midst of his boys, annotating his Thucydides, writing his Roman history, composing his pamphlets on Church and State affairs, we see that the boys learned from him two profound lessons which they carried with them into all their public life, that there could be learning without pedantry, and religion without cant.

The great meeting of the Department of Superintendence took place this year in Columbus. The Department is connected with the National Educational Association of the United States, and its practice of meeting in spring, before the General Convention of the Association, has been attended with the most important results. The programme, which included such subjects as "The Unseen Forces in Character-making," "Public Libraries and Public Schools," "The Training of Teachers for Secondary Schools," "How to Make Good Teachers out of Poor Ones," "The Director as a Factor in Education," was an excellent one, and, as one report of the proceedings says, the committee on resolutions made a bold and timely strike at the orational efforts paraded on the programme as discussions, and at the same time it suggested that a halt be

called to everything not worthy of the name of professional treatment of professional problems. There has been enough dilution of subjects and oratorical display. The Department wants solid food and intrinsic value, and now that it has made up its mind to get it, there will be no difficulty in impressing this demand upon the programme makers. Another good move was the adoption of the resolution providing for the appointment of a committee of three on programme. These persons are to serve practically continuously, making a careful study of the educational situation and its most pressing needs and preparing suggestions of subjects for discussion at the annual meetings of the Department.

The Educational Department in Ontario has taken a step which will, we hope, be followed in the Mother Country and in all parts of our vast dominions. It has instituted an "Empire Day" in the Public Schools, with the object of teaching children something about the great empire of which they form a part, about the relations which the parts bear to the whole and to each other, about the history of their own forefathers and their kinsmen across the sea, and about the obligations that rest upon us as Imperial citizens. The United States have already their Day of Independence. Belgium has long since had a day for commemorating great national events. Surely the time has come for the children of the empire to know something more than they do of their grand inheritance and of the way in which it was built up. We have no desire to foster a spirit of national vanity; but we firmly believe in the maxim *Noblesse oblige*, and consider it as applicable to nations as to families. The best way of marking Empire Day will have to be considered. In Ontario it is intended that the morning session shall be devoted chiefly to familiar talk about