

(at least during Her Majesty's reign) a depth of feeling which perhaps they might not have at any other season of the year, and even should the day be continued (and I think it properly might be) after Her Majesty's demise, for this and the next generation or two, the recollection of her illustrious reign will by reflection still quicken the pulse of the many hundreds of thousands of school children as they remember the greatness of the empire over which she reigned so long.

I need not urge upon the Dominion Teachers' Association the desirability of taking action in this matter. The Association speaks for the whole Dominion. I think the voice of the people is in favor of a higher, a purer and a less selfish patriotism, than perhaps we possess now, and nowhere can better motives be planted for an ideal national life than in the schoolroom. There can be no future for Canada worthy of the traditions of the lands from which she has been stocked, or worthy of the opportunities for nationhood which now seem to be thrust upon her, unless we gird up our loins and with a resolute and studied purpose endeavor to develop a national spirit. We are a young community, our educational advantages should make our patriotism broad and sympathetic. It is, therefore, in no narrow spirit, nor with a desire to exalt ourselves above our neighbors, nor to intrude upon the public, in a blustering, arrogant manner, our love of country, that we should approach this subject or celebrate such a day, should that be agreed upon. Canadian patriotism should be comprehensive, respectful, intelligent, and at the same time intense. Our history, our institutions and our future possibilities warrant us in taking this ground, and the teachers of Canada have the culture and the mental and moral qualifications by which the brightest type of the purest and most unselfish patriot-

ism can be cultivated, and now is a good time to enter upon such a noble work.

In the same connection a letter was read from George Johnston, Esq., the well-known statistician of the Dominion, and the Committee on Resolutions brought in the following which was carried unanimously: "Resolved, that this Association recommends that the school day immediately preceding May 24 be set apart as Empire Day, and that the Departments of Education in the provinces and territories be respectfully requested to arrange for such exercises in their respective schools as will tend to the increase of a sound patriotic feeling."

Another of the practical questions brought up for discussion, and one on which the educational destiny of Canada as a whole may to some extent depend, was the organization of a Central Bureau of Education for the Dominion. The subject was introduced by Dr. J. M. Harper, of Quebec, in an address given at one of the public gatherings in the Academy of Music. That gentleman has already, as our readers are aware, taken an active part in bringing the matter before the public in his writings and addresses, and, at the last convention of Quebec teachers held in Montréal, strongly advocated in his presidential address the introduction of some co-ordinating educational force such as this that would help, through the common school, toward a closer consolidation of the various provinces as one people. His address at the Halifax meeting can hardly be given here in full. We will, however, give it with other papers read at the convention in subsequent issues. Suffice it here to say that his suggestion aims at no resolution. The basis of the sub-department he would like to see organized in Ottawa is to be found in the Bureau of Education at Washington—endowed with a unifying function,