

after they have been defeated at the polls, or after their successors are chosen, whatever reasons there may be in favor of it, is looked upon by Canadians as a restriction of popular government. Still more are Canadians and other British subjects averse to the plan of continuing an administration in power even for a single day after its policy has ceased to be the policy of the people's representatives in Parliament.

Above the leader of the government, or head of the dominant party, there is in Canada the King, or his representative, the Governor-General, who is of no party, but represents the people as a whole. Of course there is nothing corresponding to this office in the United States; but our new fellow-citizens will find that it makes for stability and good government, and helps to separate the ideas of law and order from those of party policy and political strife.

Judges and all civil servants in Canada represent the crown, and not the party in power. Therefore they hold office during good behaviour, and not during the term of the administration, as is the case in the United States. Partly for this reason, lynch law and mob violence are comparatively unknown in Canada, even in the mining regions. Laws are more swift and sure in their operation; and, therefore, life and property are safer here than in the United States. This even the new comers admit.

Military authority overrides civil law in the United States. In Canada, no officer in charge of troops could order his men to fire upon a mob, on penalty of a charge of murder if anyone were killed by the firing party, unless a peace officer had first called upon the mob to disperse, and had read the Riot Act. Except when the whole region is under martial law, the civil law is supreme. In the United States, on the contrary, troops on duty in a disturbed district may shoot whoever opposes them, and no one ever thinks of calling their right to do so in question.

With a larger measure of self-government, the new citizens will find, after they have taken the necessary steps to make themselves British subjects, that they have a greater national dignity as individuals in a nation of four hundred millions than they could enjoy while they had but a hundred million fellow citizens or less. To have part and right in the glories of the British Empire is a privilege which they will soon learn to value; and perhaps they will help to advance the coming of that time of which English-speaking Canadians sometimes dream, when there shall be a reunion of the Anglo-Saxons, and the combined navies of England and English America, Australia and the coming African confederation, shall police the Seven Seas and keep the world at peace. In the meantime, we need have no fear, but that as residents of Canada, come what will, they may be counted upon to help us to preserve the peace of our Sovereign Lord the King, and uphold his crown and dignity. They already know the tune of our national anthem. It will not take them long to learn the words, "God Save the King."

### EMPIRE DAY.

Empire Day occurs on the school day next before the anniversary of the birth of our late beloved Queen Victoria. This year, the day will be observed on Friday, May 22nd, and we hope it will be celebrated in a way to make all children throughout Canada feel an intelligent pride in the Empire, in the Dominion of Canada, in the province to which they belong, and in the community which is their home.

The day is not a school holiday. It should be a day of hearty, earnest endeavor to impress children with the greatness of the Empire by lessons and exercises that will arouse interest and stimulate their pride in their own country, and teach them what a privilege it is to live under the British flag. The aim should be, not to encourage a spirit of boastfulness, but to make each child feel the honor of being a part of an empire that has done more for Christianity, civilization and progress than any other in the world, and to arouse an enthusiasm in the childish heart to become, when grown up, a worthy and dutiful subject of such a country, with a loving interest in its welfare.

The REVIEW has in previous May numbers given many helpful suggestions that will aid teachers in intelligently observing the day. This year it adds to the material already given, much that will be useful in framing lessons and exercises for the day.

Children may witness a flag raising, or see it wave, or take part in loyal exercises without receiving any useful or lasting impressions. Very many have been taught in a good home, and in a good school, what authority means, what duty means; how beautiful it is to be generous and unselfish, honest, patient, brave, thoughtful for others. Let them be made to feel, particularly on this day, that all these and other good qualities are fitting them for national as well as for private life.

Let some impulse be given especially in the higher grades to good citizenship, by making clear the sacredness of the ballot, purity of elections, and the evils of bribery.

### SUGGESTED PROGRAMME.

Invite some speakers to address the school in the afternoon. The following topics may be used for lessons, essays or talks:

1. Canada, a part of the Empire. (a) Its territory. (b) Its productions. (c) Its people. (d) Its aims. (See "Coming to Canada").
2. The ways in which a man can serve his country. (a) His relation to his family. (b) His relation to his district. (c) His relation to his province.
3. Geographical exercise. A large map of the world with British possessions colored. On each colored portion the productions and population marked. Several pupils may take part. Each may