

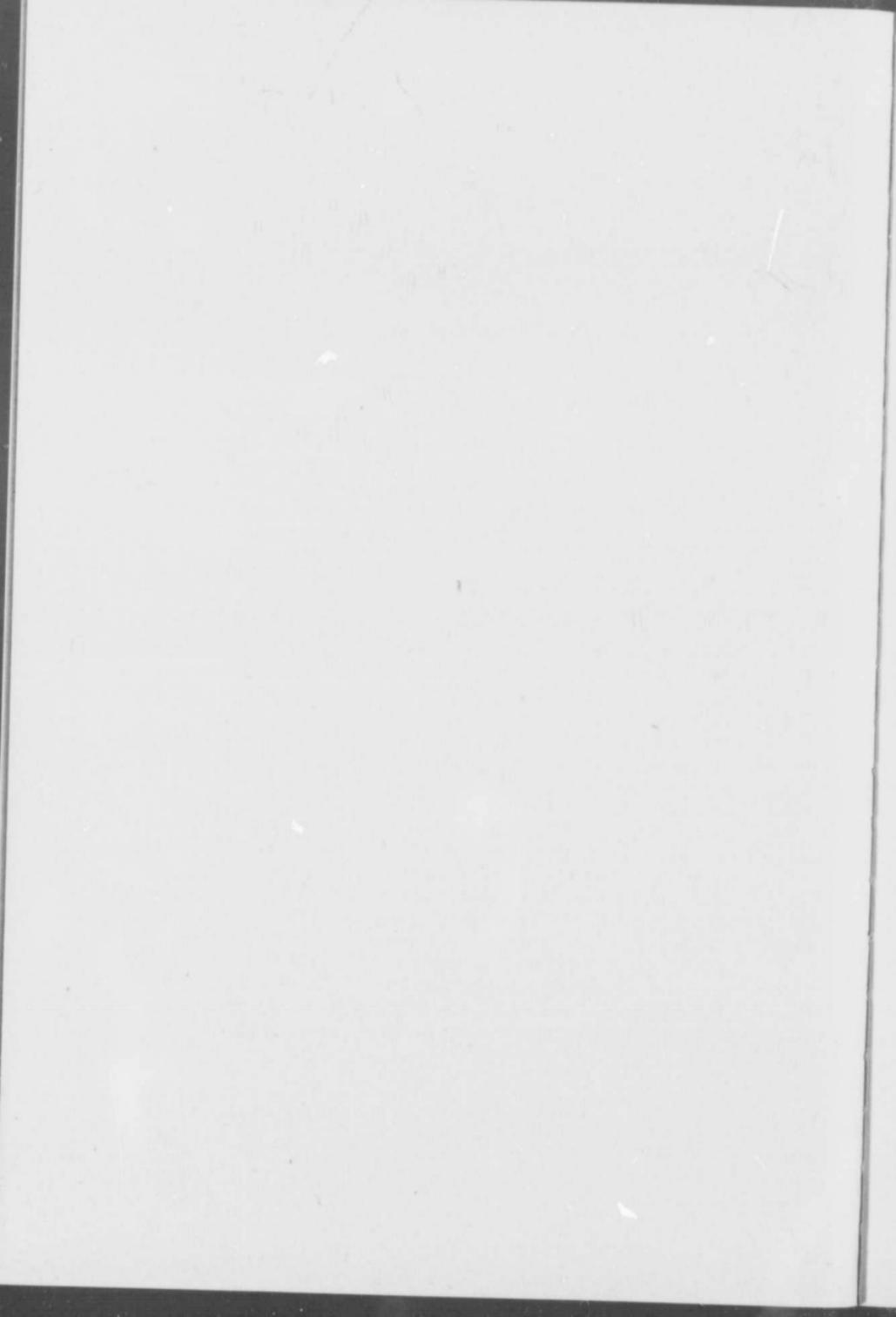
The Origin and History
of Empire Day  

BY

J. CASTELL HOPKINS, F.S.S.

1910

THE ORIGIN AND HISTORY OF
EMPIRE DAY



THE ORIGIN AND HISTORY OF EMPIRE DAY

It has been a special pleasure to me to bring together the data which follows regarding the conception and evolution of this important Imperial celebration. Throughout the British world in 1909, Empire Day was observed by 55,000 schools, with an attendance of 7,500,000 scholars, while it is estimated that 16,000,000 British subjects came under the influence of the movement as a whole. To Senator George W. Ross—then Minister of Education in Ontario—would appear to be due the honour of having originated this idea, put it into practical form, and initiated the details of observance in a great movement which has since traversed the length and breadth of the Empire.

No man in Canada was more naturally fitted for such a work than Mr. Ross. An aggressive lover of Imperial unity, while, at the same time, a devoted believer in Canadian greatness; an eloquent exponent of the sentiment and higher ideals of British connection at times when practical considerations of material prosperity seemed to, momentarily, point in another direction; a vigorous and consistent advocate of everything in steamship and cable communication, in tariff preference and trade discrimination, in education through the schools and upon the platform, in defence of common interests upon sea and land, which would help in unifying the Empire—it was eminently appropriate that the future Provincial Premier and Dominion Senator should have developed this useful and vital element in the solution of a great problem. Others may have urged the idea in part, or discussed it publicly in some vague form, while Mr. Ross was quietly working it out in the Ontario schools as a result of his 1893 instructions. Mrs. Fessenden, of Ham-

lton, did do excellent work in this direction during 1897-8, while Lord Meath followed up the definite Ontario creation of Empire Day in 1899 with his well-known advocacy in England. But to Canada belongs the honour and to Senator Ross the obvious credit, of initiative and of detailed, specific official action.

The first outlines of what is now known as "Empire Day" are to be found in a volume of patriotic recitations published by the Hon. Geo. W. Ross in 1893, and dedicated to the teachers of Canada. The object of this volume was to direct the attention of teachers to the importance of cultivating a spirit of patriotism in their pupils by exercises of a patriotic character, and by the recitation of selections in poetry and prose calculated to stir up feelings of loyalty and devotion to their country and Empire.

As there were two statutory holidays—the Queen's Birthday and Dominion Day—specially set apart in recognition of our duty to honour the reigning Sovereign and the founding of our new Dominion, Mr. Ross, then Minister of Education in Ontario, evidently thought that these days might be used to direct the special attention of the school population to the reasons why they should love their country and cultivate those qualities which make for good citizenship. And, as the volume was intended to show how these holidays could be most effectually used for patriotic purposes, Mr. Ross, on page 3, opened up the subject with "A Talk With Teachers" regarding the Queen's Birthday, as follows:—

A TALK WITH TEACHERS.

The Queen's Birthday.

A national holiday, while the occasion for recreation and pleasure-seeking, should be used by the teacher for impressing upon the minds of his pupils such facts and circumstances as would foster a national spirit. The birthday of her Majesty the Queen furnishes an excellent

opportunity for this purpose. As memory is always aided by association, the events which transpired during her reign might be clustered around the holiday to which the pupils so eagerly look forward, and thus a more intelligent conception obtained of the greatness of the Empire and of the grounds on which loyalty to the Sovereign is founded.

To this end the teacher should spend half an hour every afternoon for two or three weeks before the Queen's Birthday in familiar conversations on the most important events of her Majesty's reign. The extent of the British Empire might be shown upon the map, and its vast area impressed upon the memory by comparisons with the extent and population of other important countries. The relations of Canada with the Empire, politically and historically, should be considered. Though far removed from the capital, and although in many respects differing in our habits, laws and modes of thought from our kinsmen in the British Isles, yet we are of the same race, and equally interested in the prosperity and honour of the Empire.

The teacher might also explain that whatever the Empire has achieved in statesmanship, or in literature, or in invention, Canadians, as subjects of the Empire, or as descendants of the same ancestry, share in the honour of all such achievements.

The essential unity of the Empire should be duly emphasized. Notwithstanding the number of its colonies and their distance from the capital and from each other, they all acknowledge the sovereignty of one Queen—a Queen whose personal qualities, apart from the dignity of her position, have won for her the unqualified affection and allegiance of her subjects and the respect of all the nations of the world.

The teacher might point out that the flag which floats from the schoolhouse on her Majesty's birthday is a symbol of national unity, and that in every colony of the Empire—in Australia, in South Africa, in Hindustan—on every fortress guarded by British soldiers, and on every

ship manned by British sailors, the same flag proclaims universal allegiance to one Sovereign and universal fealty to one Empire.

The teacher might then give a brief sketch of the monarchical form of government as compared with an absolute monarchy or a republic, explaining clearly that under a limited monarchy the Queen acts on the advice of Parliament, and that she is as much bound by the constitution of the country as any of her subjects. Reference might be made to the impartiality with which she has discharged her functions as a Sovereign, to the great measures passed during her reign, such as the repeal of the Corn Laws, the extension of the franchise, acts for the improvement of the labouring classes, the different Reform Bills, the Education Acts, etc.

Then might follow a number of familiar talks or essays on :—

(1) **The Great Wars of the Victorian Era**—Such as the Russian War, the Indian Mutiny, the Egyptian War, the War of the Soudan, etc.

(2) **The Great Statesmen of Her Reign**—Sir Robert Peel, Daniel O'Connell, John Bright, Richard Cobden, the Duke of Wellington, Lord Beaconsfield, Lord Salisbury, W. E. Gladstone, etc.

(3) **The Great Philosophers and Literary Men of Her Reign**—Darwin, Murchison, Sir Humphrey Davy, Sir John Simpson, Wordsworth, Browning, Tennyson, Matthew Arnold, Thomas Carlyle, Ruskin, etc.

(4) **The Material and Scientific Improvements of Her Reign**—Railroads, steam navigation, gas, electricity, the reaping machine, penny postage, etc.

(5) **The Great Educational and Moral Reforms of Her Reign**—Mechanics' institutes, free libraries, free schools, compulsory education, industrial schools, missionary enterprises, factory laws, limitations of capital punishment, hospitals and charities, etc.

(6) **The Progress of Canada During Her Reign**—The railways and canals built, the telegraph, telephone, free

schools, the British North America Act of 1867, the ballot, the opening of the Northwest, etc.

An entertainment might be given on the afternoon preceding the Queen's Birthday, to which the parents and friends of the pupils should be invited. In such cases a programme might be prepared as outlined below. This programme may be varied as the judgment of the teacher and the circumstances render necessary.

Programme for Queen's Birthday.

Prayer.

Chorus by the Pupils "Rule, Britannia"
 Recitation Tennyson's "Ode to the Queen"
 Address "One Flag, One Empire, One Queen"
 Song "The Red, White and Blue"
 Recitation "To the Queen," by Joseph Howe
 Song "The Maple Leaf Forever"
 Essay "The Extent of the British Empire"
 Recitation "The Loyal Brigade"

God Save the Queen.

DOMINION DAY.

On page 7 the importance of "Dominion Day" is set forth, and suggestions offered for impressing its full significance on the minds of the pupils, as follows:—
 "Every pupil in the schools of Canada should be thoroughly instructed in Canadian history. The suggestions given with regard to the Queen's Birthday apply with even greater force to our national holiday, and no teacher should allow such an occasion to pass without arousing the deepest interest of every pupil in the prosperity of Canada. A Canadian sentiment we must have if we are to develop the great forces which make for national life. To minimize our status as a people or to repine at the obstacles which retard our prosperity, or to shrink from the place which our wealth and natural re-

sources entitle us to assume, is to anticipate that obscurity which such a course would deserve, and to which it would inevitably lead. The teacher, of all others, has opportunities for preventing such a calamity. Our past history says we need have no fear politically. Our resources, our native energy and our wealth say we need have no fear financially. Our system of schools, our universities and colleges, surpassed by no people, say we need have no fear educationally. And if these things are properly impressed upon the children attending our schools an impetus will be given to Canadian patriotism, and an intelligent interest will be taken in Canadian affairs, which will place the future of the country beyond all doubt.

'They must be free or die
Who speak the language Shakespeare spoke.' "

The following topics should be considered by the teacher in half-hour talks with his pupils for several weeks prior to the 1st of July :—

(1) Early History of Canada—Its discovery by Jacques Cartier, in 1535, the explorations and adventures of Champlain, La Salle and Father Hennepin, the Indian tribes who occupied the country, the trade carried on with the Indians in furs, and the misfortunes or perils through which the early settlers passed in obtaining a foothold in the country.

(2) Early Settlement of Canada—A familiar talk on the early settlement of Canada, the hardships of immigrants from the British Isles in battling with the forest and in making homes for themselves in the wilderness, their difficulties in providing for their families, a description of the log cabins in which they dwelt, and the variety of ways in which they were compelled to obtain subsistence, the kind of roads they travelled, the scarcity of a market for their products, the want of schools and of churches, etc.

(3) The Wars of Canada—The Conquest of Canada in 1759 by General Wolfe, the efforts made by the

Americans during the Revolutionary War to capture the country, the War of 1812, Sir Isaac Brock, Queenston Heights, the burning of Toronto, the capture of Detroit, battles of Stony Creek, Chateauguay, Lundy's Lane, Batoche, etc.

(4) The Constitutional Development of the Country—The Quebec Act of 1774, the Constitutional Act of 1791 and the meeting of the first Parliament of the Province, the Union Act of 1841, and the British North America Act of 1867.

(5) The Extent of Canada—Area of the Dominion of Canada, 3,745,574 square miles; length from east to west, 3,500 miles; length from north to south, 1,400 miles. Area of the different Provinces—British Columbia, 382,300 square miles; Manitoba, 64,066; New Brunswick, 28,100; Nova Scotia, 20,550; Ontario, 219,650; Prince Edward Island, 2,000; Quebec, 227,500. For purposes of comparison the following figures might be used :—Area of United Kingdom of Great Britain and Ireland, 121,481 square miles; British India, 1,068,314; France, 246,000; Italy, 110,623; Russia, 2,095,504; Spain, 194,744; German Empire, 208,738; United States, 3,499,027; Europe, 3,555,000. From these comparisons it will be seen that, geographically, Canada has a greater area than the United States, nearly thirty times the area of Great Britain and Ireland, fifteen times the area of France or Germany, and about 200,000 square miles more than the whole continent of Europe.

(6) Commercial Advantages of Canada—Our eastern seaports looking towards Europe, western seaports looking towards Asia, large rivers affording communication with the interior of the country—the St. Lawrence, together with the lakes it drains, extending inland 2,384 miles, gives access to many of the large cities of Canada and the United States, the advantages of commerce and shipping, extent of our shipping, where and how ships are built. Illustrate from the map.

(7) The Resources of Canada—The wheat fields of Canada, the fertility of the soil, the productiveness of

Manitoba and the Northwest Territories, the ranches at the foot of the Rocky Mountains, the forests and fisheries of the different Provinces, the mineral wealth of coal, petroleum, gold, silver, lead, iron, nickel, asbestos, plumbago, etc., etc., and their location, the exports of these, the markets to which they are sent and the amount of money they yield annually. This might also be accompanied with a graphic description of the lives of our fishermen and miners, lumbermen and farmers.

(8) Our System of Government—Early colonial government of each Province, the Parliament of Canada, how the Governor-General is appointed, the constitution of the House of Commons, of the Senate, how elections are conducted, vote by ballot, how votes are polled, the constitution of Provincial Parliaments, the duties of the Speaker and the heads of the various departments, how often elections occur, why Parliaments are required, pictures of distinguished members of Parliament and of the Parliament buildings of Canada and the Provinces.

(9) Our Municipal System—County Councils and how they are elected, and what are their functions; Municipal Councils, how elected and their functions; how and why taxes are imposed and the purposes to which they are applied; the duties of Assessor, Collector, Reeve, Warden, Mayor.

(10) Our Judicial System—The Supreme Court, the High Court of Justice, County Courts, Division Courts, Justices of the Peace, how Judges are appointed, the kind of cases that come before them, the qualifications of Judges, the dignity of the office, the proceedings of a court of justice, trial by jury, giving evidence in a court.

(11) Our Penal System—Capital punishment, what it means, confinement in a penitentiary, at the Central Prison for Ontario, or in a county jail or reformatory, necessity for such restraint, causes which lead to crime—idleness, disobedience to parents, intemperance, etc.

(12) Our School System—Universities, high schools, public schools, industrial schools, kindergartens, how each of these is managed, who are admitted to them and how,

qualifications of teachers, progress of our schools, school-houses and their equipment, comparison between the past and present, school games, how school trustees, teachers and inspectors are appointed, their qualifications and duties, general benefits of education.

From page 12 to page 40 Mr. Ross summarized the functions of the Parliament of Canada, referring to its organization, the different departments of the Government, the civil service, and laying particular stress on the development of popular liberty in Canada since 1759. In a similar way the Legislative Assembly of Ontario was discussed, the first Parliament of Upper Canada sketched. To give emphasis to the courage of Canadians in defending their country Sir Isaac Brock's address to the Parliament in 1812 was quoted in full. Reference was also made to the municipal organizations of the Province, constitution of School Boards, and other matters affecting that citizenship towards which pupils were so rapidly advancing.

Following up the publication of this volume, the Department of Education sent out, through the inspectors, to every school in the Province programmes somewhat similar to the one to be found on a preceding page for the guidance of teachers. It is impossible to say at this distance how many schools carried out the programme recommended by the Department. The movement so far was purely voluntary, and unless the teacher and inspector felt a personal interest in the subject no action was likely taken. It is known, however, that the response to the recommendation of the Department was general, and in many places exercises of a highly interesting character were held. So strongly did the idea impress itself on the Trustees of the city of Hamilton that in January, 1898, they set apart by resolution one afternoon of the year, at which a short programme of patriotic exercises was to be given for the benefit of the pupils, and here it is due to Mrs. Clementina Fessenden, a resident of Hamilton, to say that she was most active in directing public attention to the importance of the sub-

ject. It is to be regretted that her letters to the Department do not appear to be on file, but their substance may be conjectured by the following letters in reply from the Minister of Education:—

“Education Department, Toronto, November 6, 1897.

“My Dear Madam,—I have your letter of the 2nd inst., and am delighted to notice the loyal tone with which it is animated. As Canadians we have been greatly at fault in neglecting the cultivation of a patriotic spirit, and if the formation of a league such as you suggest could be of service for that purpose, as I am sure it would, it ought to receive the support of every patriotic Canadian. As there is no provision in the regulations of the Department for flag exercises of any kind, I think it would be well to consult the Inspector, and perhaps the Chairman of the Board of Trustees, before such exercises were introduced into the schools. So far as the Education Department is concerned, you may rest assured that any effort to foster in our school children a love for our country will receive the most cordial support. I shall ever be prepared to consider any general scheme for the schools of the whole Province that may be submitted.

Yours truly,
Geo. W. Ross.

“Mrs. Fessenden, 264 Macnab street, Hamilton.”

“Education Department, Toronto, December 23, 1897.

“My Dear Madam,—I beg to acknowledge the receipt of your letter suggesting the 10th of February as Flag Day. I think the date is well chosen, as it marks a most important era in the history of the country, and I shall take the matter into consideration. It would be of some advantage if the scheme were taken up by the Hamilton Board of Trustees, as that would call public attention to the movement, and perhaps make it easier for the Department to act. Yours truly,
Geo. W. Ross.

“Mrs. Fessenden, 264 Macnab street, Hamilton.”

"Education Department, Toronto, April 4, 1898.

"My Dear Madam,—I am glad the Hamilton School Board has endorsed Flag Day, which you proposed some time ago, and about which you wrote me so many interesting letters. I would like to fix some day other than the 1st of July, or perhaps in addition to the 1st of July, as the schools usually close on the 30th of June, and it is important in a case of this kind, where patriotic ceremonies are to be observed by the school, that all the children should be present. I shall consult inspectors and others with regard to the matter, and if a day is fixed upon public announcement will be made. It is not probable that any decision will be arrived at before the holidays. Yours truly,

Geo. W. Ross.

"Mrs. C. Fessenden, Hamilton."

The Minister of Education during the four years that the subject was before the teachers of the Province—from 1893 to 1897—having found that his efforts to cultivate a patriotic sentiment among the pupils of the Ontario schools were acceptable, then conceived the idea of extending the movement to all the Provinces of Canada, and accordingly communicated with the heads of the different Departments of Education. The replies to his communication are not available, if preserved, but, as will be seen later on, would appear to have been satisfactory. The next step was to find some central body, whose opinion would carry weight, that could speak for the whole of Canada. The only organization with this status was the Dominion Educational Association—an association representing all grades of the teaching profession, from the public school to the university. As the Legislative Assembly of Ontario was holding a summer session in 1898, it was impossible for Mr. Ross to attend the meeting of the Dominion Educational Association, which was being held in Halifax, and so he addressed the following memorandum to the President of the Association for consideration:—

Toronto, July 23, 1898.

Memorandum with respect to a Patriotic Day for the schools of Canada. To the President of the Dominion Teachers' Association :

As already intimated, I regret very much that, owing to an early session of the Provincial Legislature, I shall be unable to attend the meeting of the Dominion Educational Association at Halifax.

I look upon the meetings of this Association as very important to the profession and to the country. To the profession they should give a wider view of the great educational field in which, as a common brotherhood, every teacher from the kindergarten to the university is engaged. Although the systems of instruction and the requirements for the qualification of teachers may not be uniform (and properly so) in the different Provinces, nevertheless the teachers of Canada should professionally be regarded as one body, interested in maintaining the dignity and honour of their calling, and increasing its usefulness and influence.

To the country such meetings are another strand by which all the Provinces can be more closely bound in one common bond of national unity. There is no greater force in modern civilization than the schoolroom for developing an educational democracy under which character, education and morality will be regarded as the insignia of a higher manhood and a broader citizenship, and if this force is directed towards the unification of a people there can be no doubt as to the result. I am sure that the teachers assembled at Halifax will feel more strongly the possibilities of a Canadian nationality from the Pacific to the Atlantic as one of the natural consequences of their meeting.

One of the questions which I intended to bring before the Association was the selection of some day, during the school year, to be specially devoted to the cultivation of feelings of loyalty and attachment to our country and to the institutions under which we live.

In the month of May I corresponded with the Superintendents of the different Provinces, asking for suggestions with regard to the title of such a day and the time which would best suit the convenience of the schools. I am glad to be able to say that my inquiries evinced the most cordial approval of the proposal, and all that remains now is for the Association to fix the time for observing such a day and select a title.

(This correspondence does not seem to have been preserved.)

Among the titles suggested were the following:—"Flag Day," "Britannia Day," "Patriotic Day" and "Empire Day." None of these titles, except the last, seems to me to be acceptable. I need not discuss them in detail. In regard to the first, I might say, however, that it is the title of a patriotic day in the United States, and, although not on that ground objectionable, it is wanting in aptitude to our mode of thought and those notions of patriotism and loyalty which I think we should cultivate. Passing over the others without comment, I desire to indicate my strong preference for "Empire Day" as the title by which a patriotic day for the schools of Canada should be known.

(1) "Empire Day" suggests that larger British sentiment which I think now prevails throughout the Empire, and to which Canada has for many years contributed not a little. The proudest sentiment which the old Roman could express was "Civis Romanus sum." The greatest sentiment, as well as the most stirring, which we could put into the minds and hearts of our children, in my opinion, is "Civis Britannicus sum," and to give that sentiment its fullest force we should broaden it so as to include the whole British Empire.

(2) Whatever may be the destiny of Canada, and that is for posterity to say, rather than for us just now, I am convinced that, viewing the situation in the light of to-day, Canada's prosperity can, with greater certainty, be assured as a part of the British Empire, than in any other way. If circumstances require this opinion to be

reversed as generations come and go—and no one can tell what the future has in store for any nation—then let our successors govern themselves accordingly. Let us be governed by the conditions with which we are confronted.

As to the time most convenient for the celebration of such a day, from suggestions received, and from a careful consideration of the whole question, I would respectfully advise that the school day immediately preceding the 24th of May be the day selected. This form of designating the day would overcome any difficulty that might arise when the 24th of May fell on Saturday, Sunday or Monday. The 24th of May is a statutory holiday, and the schools are consequently closed. It is a day which all British subjects celebrate in a spirit of the deepest respect for her Gracious Majesty for her pre-eminence as "mother, wife and Queen," and of profoundest loyalty to their country, because of the privileges which as citizens they enjoy. If the day immediately preceding the 24th of May is set apart as "Empire Day," the exercises which may be designed for the afternoon of that day will have (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.

The day preceding the 24th of May has other advantages. As a rule the season of the year is particularly favourable either for indoor or outdoor exercises. The ratepayers are less occupied in their varied pursuits than at any other season of the year; larger gatherings could be obtained at the various schoolhouses than at any other season of the year. Besides, our annual examinations are a month or six weeks later, and the attention devoted to the exercises peculiar to this day would disturb

the work of the school less than perhaps at any other season of the year.

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 favour 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 endeavour 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 neighbours, 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 patriotism can be cultivated, and now is a good time to enter upon such a noble work. Yours truly,

Geo. W. Ross.

ACTION TAKEN BY THE ASSOCIATION.

Extract from proceedings of the Dominion Educational Association, meeting at Halifax, August, 1898 :—

Resolved: That this Association recommends that the school day immediately preceding May 24th 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.

The action of the Education Department of Ontario is shown by the following :—

Toronto, February 16, 1899.

The undersigned has the honour to recommend for the approval of the Education Department of the Province of Ontario that the school day immediately preceding the 24th of May shall be devoted to the study of the history of Canada in its relation to the British Empire, and to such other exercises as might tend to increase the interest of the pupils in the history of their own country, and strengthen their attachment to the Empire to which they belong, such day to be known as "Empire Day." Respectfully submitted. (Signed) Geo. W. Ross,

Minister of Education.

(Approved March 1, 1899.)

Then followed a circular to the Inspectors of Ontario as to the course they should pursue in view of the action of the Department:—

CIRCULAR TO INSPECTORS.

Empire Day.

At a meeting of the Dominion Education Association held at Halifax, Nova Scotia, in August, 1898, the following resolution was unanimously adopted :—

"Resolved, that the Association recommends that the school day immediately preceding the 24th of May be set apart as 'Empire Day,' and that the Education Departments 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."

The Council of Public Instruction for the Province

of Nova Scotia and the Protestant Section of the Council of Public Instruction for Quebec have already acted on the recommendation above stated, and the Education Department of Ontario, on the 1st day of March, 1899, adopted the following minute :—

"The school day immediately preceding the 24th of May shall be devoted specially to the study of the history of Canada in its relation to the British Empire, and to such other exercises as might tend to increase the interest of the pupils in the history of their own country and strengthen their attachment to the Empire to which they belong, such day to be known as "Empire Day.

According to the minute quoted above, "Empire Day" this year falls on Tuesday, the 23rd of May. It is not necessary that I should specify in detail how the day should be observed. The outline given below might be taken generally as a guide to teachers and trustees :—

The Forenoon.

Part of the forenoon might be occupied with a familiar talk by the teacher on the British Empire, its extent and resources, the relation of Canada to the Empire, the unity of the Empire and its advantages, the privileges which, as British subjects, we enjoy ; the extent of Canada and its resources, readings from Canadian and British authors by the teacher, interesting historical incidents in connection with our own country. The aim of the teacher in all his references to Canada and the Empire should be to make Canadian patriotism intelligent, comprehensive and strong.

The Afternoon.

The afternoon, commencing at 2.30 o'clock, might be occupied with patriotic recitations, songs, readings by the pupils and speeches by Trustees, clergymen and such other persons as may be available.

The Trustees and public generally should be invited to be present at these exercises.

During the day the British flag or Canadian ensign should be hoisted over the school building.

Will you kindly inform the teachers of your inspec- torial district of the action of the Department and of the purpose of "Empire Day" as herein set forth?

Toronto, March, 1899.

In order to extend the interest taken in Canada in Empire Day, the Minister of Education addressed the Right Hon. Joseph Chamberlain, then Colonial Secretary, setting out the character of the movement in Canada and the results expected. At the same time the compiler of this pamphlet interested himself in the matter, and the following correspondence is published here at the special request of Senator Ross, as indicating the efforts made from Canada to stir up British action along similar lines. As soon as Lord Meath and Mr. Chamberlain heard of the steps taken in Ontario, organization was begun by the former with the Colonial Secretary's warmly-expressed approval.

Dictated.

Editorial Rooms, 51 Richmond street west, Toronto, Canada, June 5, 1899.

Dear Mr. Ross,—The following is a list of those to whom I have written regarding Empire Day, with addresses:—F. Faithful Begg, Esq., M.P., 13 Earl's Court square, S.W., London; the Right Hon. Sir Charles W. Dilke, Bart., M.P., 76 Sloane street, S.W., London; Sir Frederick Abel, Bart., etc., etc., etc., Imperial Institute, South Kensington, London; Sir Frederick Young, K.C.M.G., Royal Colonial Institute, Northumberland avenue; the Right Hon. the Earl of Jersey, G.C.M.G., Osterley Park, Isleworth, Middlesex; the Most Honorable the Marquess of Dufferin and Ava, Clondeboye, County Down; the Right Hon. the Earl of Rosebery, K.G., 38 Berkeley square, W., London.

I send you also a copy of the letter which I have sent in connection with the matter. Believe me,

Very faithfully yours,

(Copy.)

J. Castell Hopkins.

Editorial Rooms, 51 Richmond street west, Toronto, Canada, June 5, 1899.

Dear Lord Jersey.—A movement has been recently inaugurated in Canada by the Hon. Geo. W. Ross, Minister of Education for Ontario, to which I beg to draw your Lordship's attention. Knowing the deep interest which you take in all matters connected with the general development of Imperial unity, I am sending by this post an official report dealing with the matter in question. It is, in brief, the carrying out of a suggestion made by the Hon. Mr. Ross that there should be one day set apart for the discussion and celebration, in all sections of the British dominions, of the principles and history underlying Imperial development and unity. The day before the Queen's Birthday was chosen in Canada, and has been most successfully celebrated, under the designation of Empire Day. The school children throughout the greater part of the Dominion gathered in their school-rooms, and, under the inspiration of patriotic songs, essays by the pupils and speeches by prominent men, received much effective information regarding the position and greatness of the Empire. The hope which we entertain here, and in connection with which I venture to write you, is that this celebration may be continued not only in Canada, but in other British countries. To this end, however, it is necessary to obtain the co-operation of the leaders in the Imperial movement in Great Britain, and I am sure that, whatever view your Lordship may take on the subject, you will not mind my drawing your attention to it.

With apologies for a typewritten letter, caused by much pressure upon my time, I beg to remain,

Very faithfully yours,
(Signed) J. Castell Hopkins.

From Sir Charles Dilke, Bart., M.P. :—

76 Sloane street, S.W., June 15, 1899.

Dear Sir,—I am favourable to the setting aside of an annual day "for the discussion and celebration" throughout the British dominions "of the principles and history" underlying British development and unity.
Yours very truly, Charles W. Dilke.

From the Marquess of Dufferin and Ava, K.P., G.C.B.
(Private.) 26 Milner street, S.W., June 17, 1899.

My Dear Mr. Castell Hopkins,—I am much obliged to you for your letter of the 5th, and I am very glad to hear of the project to which you have been good enough to call my attention. Yours sincerely,

Dufferin and Ava.

From the Earl of Jersey, G.C.M.G. :—

Middleton Park, Bicester, June 22, 1899.

Dear Mr. Hopkins,—I quite agree with the spirit of the Hon. Geo. W. Ross' action in arranging for the celebration of Empire Day, on which annually the children in our schools should have brought before them the meaning of, and the principles which underlie, Imperial development and unity. I hope that his action will be followed in different parts. It is a happy coincidence that the idea has started in Canada, the loyal supporter of true empire. Believe me,

Yours truly,
Jersey.

Other replies were received, but are not at the moment available. Lord Meath's addresses and monographs on the subject marked succeeding years, and were the basis of organization and action outside of Canada. The enthusiasm of the Australian leaders, as well as people, was one of the interesting features of the movement. So also was Lord Rosebery's presentation from time to time of the beneficent greatness of the Empire and the respon-

sibilities of British subjects in this connection. The Empire Day movement has always and everywhere been absolutely non-partisan and non-political; its watchwords are Responsibility, Duty, Sympathy, Self-sacrifice; and the following programme for the celebration has been issued by Lord Meath and widely followed in Great Britain:—

EMPIRE DAY.

Suggested Programme.

- 1.—Assembly of local dignitaries, officials, military, volunteers, cadet corps or schools.
- 2.—Hoisting of the Union Jack.
- 3.—National Anthem.
- 4.—“Saluting the Flag” and singing of the “Flag of Britain.”
- 5.—An address on the duties and responsibilities attaching to British citizenship, or
- 6.—A short lecture on the Empire, illustrated by the “Howard Vincent” or “Navy League” map, or
- 7.—A lecture, illustrated by magic lantern views, of some colony or dependency of the Empire.
- 8.—The recitation of some poem illustrative of heroic duty and of self-sacrifice on behalf of the nation.
- 9.—The recitation of Rudyard Kipling’s recessional hymn, “Lest We Forget.”
- 10.—The National Anthem and final salute.

Such is a brief and unadorned record of what has developed into a great movement—one of which the origin and history should be known to Canadians, and the full effect of which upon Canada and the Empire it is impossible to estimate.