

dustry. In fact there would be little or no room for the faddist whose only faith in the novelty he crows and croons over is in the declaration that it has been introduced elsewhere.

The pedagogic necessities would have to be respected as paramount in every discussion over school reform. The true function of the school would less frequently be lost sight of in the craving for change. Assimilation would lead to consolidation, and consolidation would help the national tendencies of our populations. In a word, the schools and the schoolmasters of our Dominion, without the prospect of having imposed on them additional burdens, would become agencies in developing that community of thought and national feeling which has the minimum of a provincial *penchant* about it. And if the republic of the St. Lawrence is something which a remote posterity only may see, may it not be for some of us to hail the organization of a Dominion Bureau of Education which, while it disturbs no provincial constitutional rights, may foster the pedagogic principles on which every system of public instruction ought to rest.

And it is very pleasant to me to notice that the note struck at the conference of the Dominion Association of Teachers in 1895 is likely to develop itself into a definite demand for the organization of a Bureau of Education. No more opportune time could be seized than the present to advocate the formation of such a department at Ottawa. The Hon. Mr. Laurier has come to power, with the words on his lips that the consolidation of a people and their progress can only be secured by a purity and unity of national action. And how, may we ask, can this purity and unity of national action be better secured than by the common school and the co-ordination of its interests, as well as the assimilation of the social and

good citizenship forces it has for its highest function to propagate. I shall endeavor in a subsequent article to point out the further necessities that press upon our common country to make the most of our position, while loyally maturing a sound national spirit among all Canadians irrespective of the provincial tendency to isolate and prejudice, and how this can best be assisted towards fulfilment in a practical manner by a Dominion Bureau of Education.

The lack of co-operation on the part of the elements that enter into the practical conduct of our schools is the usual way of enumerating the main difficulties in this connection. Could we get our educationists and our non-educationists to adopt some practical focus-point of school work, such co-ordination would lead to the necessary co-operation and all would be well. A second Herbart would have to come to the rescue and assimilate the ideas of the utilitarian and the theorist. It has come to be a habit on the part of many of our publicists to lay social irregularities at the door of the school, a practice which would certainly all but disappear were the proper function of the school to be kept in view, when any reform is advocated or any innovation proposed. This function in my opinion is to be found in a principle which I have enunciated again and again, and which I am prepared to repeat everywhere, namely: It is not that which goeth into the mind of the child that educates, but the manner of its coming out. And when we think of this as a practical pedagogue we find it in the simple statement—if we would think correctly we must learn to speak correctly and write correctly—a point which can only be reached by a daily practice in the making of sound English sentences.

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