

until the activities of the Dominion Educational Association have brought more and more into light the fact that the Public School, under co-ordinating influences and wider sympathies, could be made a nursery for the true Canadian patriotism. Through Dr. Harper's advocacy, the project has at last become a question of public interest, and THE CANADA EDUCATIONAL MONTHLY has always expressed the opinion that such a Bureau would undoubtedly become an influence for good in the educational affairs of our common country. As Dr. Harper, in his address before the Dominion Association at Halifax, said, "such a Bureau would neither be over nor under any provincial authority, perhaps not even advisory in an official sense, yet bringing about, by a judicious oversight, an assimilation of provincial educational necessities and pedagogic affinities that would no doubt eventually bring all the teachers of Canada, and through them the rising generation, to join in the patriotic mission of inducing the provincial to shade away in the federal and possibly into the truly national."

And Dr. Harper has also clearly pointed out how this can be accomplished without the faintest approach to any interference with the provincial autonomy in educational affairs. In a later communication to us on the subject, that educationist says: "One particular anomaly existing at the present moment cannot but emphasize the necessity of doing something to utilize our Public Schools and their teachers as a means of promoting a consolidating national spirit throughout the Dominion. The Nova Scotian teacher has no professional claim in Ontario, just as the Quebec teacher has no professional standing in New Brunswick. And so is it with the teachers of the other provinces. From

their education and professional training they are naturally provincial in their inclinations, and, being such, they continue to perpetuate methods and opinions for the most part provincial, if not denationalizing. Whereas were it to be arranged that their professional standing, once obtained, should give them a professional claim in any province of the Dominion, then their sympathies would widen, and their professional inclinations become more and more Canadian and nationalizing."

The above, moreover, is only one case in point, though it very clearly illustrates what might be accomplished through the influence of a sub-department on education at Ottawa. For the better information of our readers and the public, the following reasons may be enumerated to show how a Canadian Bureau of Education would prove a potent means for improving, vitalizing and co-ordinating the various school systems in the Dominion, and provide an interblending of educational influences that would bring us nearer to being one country, one people.

(1) The proposed Bureau of Education would have as one of its most important functions the collection of all documents referring to educational developments in any part of Canada, and the preparation of historical memoranda connected therewith.

(2) Such a Bureau would see to the issue of an annual report, containing a comparative statement of the school statistics of the various provinces, and referring to the prominent educational movements in the various sections of the country during the year.

(3) The Bureau would also supervise the preparation of a compend of the great educational movements in other countries in the world, and offer suggestions as to the adoption of the best measures, based upon the experi-