

sion of 1867, before emphasizing what may come to be a remedy in the organization of a Dominion Bureau of Education such as that which is to be found in the capital of our neighbors on the other side of the line.

When speaking of the purposes to be fulfilled by the Dominion Association of Teachers, the formation of which I was the first to advocate, I tried to point out in the concrete the constitutional elimination that had led to the keeping of the seven sister provinces so far apart, notwithstanding the loudness of our singing about a Canadian nationality and loyalty, born or about to be born, that will dominate all other political tendencies from Vancouver to Halifax. And in order that I may emphasize the later phases which this question has assumed, I may be excused from placing before the readers of the CANADA EDUCATIONAL MONTHLY some of my words on that occasion :

A great work, as I said, has been marked out for this Dominion Association of ours to accomplish, the maturing of a professional sympathy, the development of a common pedagogic that is expected to end in something even more tangible than a common pedagogic. Nor is this "something more tangible" far to seek, in view of what has been called the seeming failure of the political forces of 1867 to mature our provincial sympathies into the true national plebiscite we are ever longing for. For if it be proper to ask why the Nova Scotian trader is as much of a Nova Scotian as he was previous to Confederation, may we not also ask why a teacher of the Canadian Maritime Provinces, east or west, has as weak a professional claim in the province of the interior of Canada as a Russian would have in Prussia or an Irishman in France. Yes, we may surely pause at the threshold of our search

for pedagogic fallacies, to put the question in all seriousness, as I put it at our last meeting of this Association. "Why am I not directly eligible to take charge of a school in Ontario?" asks the certificated Normal School trained teacher of New Brunswick, and the answer comes from perhaps our Ontario brethren, "For the same reason that *we* are not directly eligible for appointment in New Brunswick, Nova Scotia, Prince Edward Island, or Quebec." But why should this be so? Is it professional prejudice or pedagogic pride that bars the way to reciprocity?

It is reassuring to learn that this Association, seeking a practical outlet for its counsels, has already taken steps to bring about an assimilation of our interests in this respect. What the final issue may be of such a movement, judiciously continued, is perhaps by some not easy to foresee. But what it ought to realize for our Dominion, tending seemingly nationwards, is a theme the most of us would not be loth to enter upon. The burdens laid upon our schools and schoolmasters are perhaps already grievous enough to be borne, and it is often urged against the many educational reformers of the present time, that the exceptions they, in their turn, urge against our system of public instruction and courses of study, seem to focus on some additional subject or pet routine they are anxious to have introduced. But the reforms that would arise were the experienced teachers of one province, to have ready acceptance in any of the provinces, would reduce the burdens of the school if there is anything beneficial in the process of assimilation. The faddist from New Brunswick would have the conceit taken out of his fads when he came to Ontario; while the Ontario man when he came to Quebec, would have to take his hands out of his pockets out of sheer respect if not from in-