

urge this as an international movement, I feel that there is not likely to be any difficulty in enlisting the sympathies and pecuniary assistance in favor of the scheme from our brethren, the people of the United States, since their fellow-countryman, Gen. Richard Montgomery, met the death which no true soldier ever refuses to meet near by, at the foot of the rock on which the citadel stands. A desire to build a monument to Montgomery has already been expressed by several Americans who have visited the scene of his death, and I have no doubt that subscription lists opened in London, England, and Montreal or Toronto, to meet the expenses of laying out the proposed park, would be readily supplemented by one opened in Washington or New York. As I have already said, this is a season of international peace-offering and unifying forbearance between two of the greatest nations in the world, and the new international park at Quebec might be made a happily conceived emblem of peace in its commemoration of the disasters of war.

Believe me to be,

Yours very sincerely,

J. M. HARPER.

Quebec, Dec. 17th, 1898.

DOMINION EDUCATION BUREAU.

To the Editor of the Mail and Empire:

SIR,—I see that in a recent editorial you refer to the suggestion of Dr. Harper,* of Quebec, to establish a Dominion Bureau of Education.

This is by no means an original suggestion. It was one made by the late Rev. Dr. Ryerson to Sir John Macdonald at the time when Confederation was being practically con-

*See October number for Dr. Harper's address. This magazine has for several years past directed attention to the need of closer relations, in educational affairs, between the different provinces of the Dominion.

sidered, more with the view of being the means of diffusing information, and, incidentally, of somewhat neutralizing the effect of local political discussion and disagreement on so delicate a subject as education. The arguments in favor of providing a purely provincial system—without a central information bureau—prevailed, with the safeguard then agreed to and embodied in the Confederation Act in regard to education. The Dominion scheme it was thought would follow in due time, as the number of diverse provincial systems of education increased.

In the *Ryerson Memorial Volume*, which I prepared nearly ten years ago, I referred to this deferred Dominion scheme on page 30 of that volume. In giving a summary of the reasons for the establishment of the United States Bureau of Education, I stated in substance that our American neighbors became fully alive years ago to the practical evils of the uncertain and fluctuating character of the prevailing system of local educational administration in vogue amongst them. They saw that, in many of the newer States, unpractised and officially untrained men of merely local experience and limited knowledge were constantly being elected for limited periods to take charge of the administrative department of the schools of a State. Such men were often able educators, but by no means experienced educationists or masters of systems of education. The American people, shrewd and practical as they are, felt the absolute necessity, therefore, of furnishing such men, and the vast army of those under them, or associated with them, with full and accurate information on systems and plans of education all over the world. With this object in view, they established a central Bureau of Education at Washington.

I further stated that it was Dr. Ryerson's ideal that, sooner or later, a