

way, Denmark and Central Europe ; Commercial Education in other countries ; the Teaching of Civics in Switzerland, France and England ; Education in Greece ; Sunday Schools ; the Curriculum of the Land-Grant Colleges ; the Legal Rights of Children ; the Study of Imitation ; Horace Mann and the Great Revival of the American Common School ; Henry Barnard ; Report of the Committee of Twelve ; Entrance Requirements for Engineering Colleges ; Early History of the Kindergarten ; some recent Contributions on Biology, Sociology, and Metallurgy of Colleges for the Benefit of Agriculture and Mechanical Arts. And, when you read that report for yourself or any of the previous reports, I venture to say that it will be pleasant for you to note that, in these articles and the investigations on which they have been founded, the saddist has been permitted to have no part. The object of such a collaboration is to give a knowledge of other systems, so that teachers and educationists, comparing their own experiences and deficiencies and fallacies with the experiences and investigations of others, may arrive at the highest of all knowledge which gives them the power to suggest and direct. Under the able direction of Dr. Harris, the pedagogic necessities are ever held paramount by the Washington Bureau. With it the true function of the school is ever kept in view. And we can hardly think otherwise than that our Canadian Bureau, when organized under like wise and benign counsels, will not only lead to the elimination of the deficiency in our school systems, and the

implanting of the efficient, but will tend to make of our teachers and our schools what they ought to become, more and more every day, agencies in developing that community of thought and feeling which has the minimum of a provincial *penchant* about it. In the longing which some have for a republic on the St. Lawrence there is no political significance in our times. Our children's children may not live to have it, if some of my friends on the platform here should have their way. But what is there to prevent us all from longing to hear of the organization of a Canadian institution which, while disturbing no provincial rights, nor even turning the hair of a provincial prejudice, will undoubtedly bring us as teachers nearer and nearer to a true recognition of educational eternities that make for the development of the higher intellectualities, and moralities and of the brotherhood in which the true patriotism lives and breathes and has its being. And, when the experiences of the ethical force thus to be inaugurated comes to be written off in the history of our coming national aggrandizement, not one but thousands of our poets will be able to sing with no inflation in words :

My birthright land a debt of song I pay,
 A debt of love that lieth on my soul,
 When memory draws the veil of bygone day,
 And olden music greets the lifting scroll ;
 A tribute to thy freedom's faith I bring,
 The piety that scents the globe I sing,
 Thy purple hills whose silver mists unroll
 The wavering gold of dawn, thy lowing plains
 And maple banks and braes where hamlet meekness reigns.