

munities, states and countries, and determining their comparative value ;

"3. By collecting the results of all important experiments in new and special methods of school instruction and management, and making them the common property of school officers and teachers throughout the country ;

"4. By diffusing among the people information respecting the school laws of the different States, the different classes of school officers and their relative duties, the various modes of providing and disbursing school funds, the qualifications of teachers, the modes of their examination, and the agencies provided for their special training, the best methods of classifying and grading schools, improved plans of schoolhouses together with modes of heating and ventilation, etc.—information now obtained only by a few persons and at great expense, but which is of the highest value to all entrusted with the management of schools ;

"5. By aiding Committees and States in the organization of school systems in which mischievous errors shall be avoided, and vital agencies and well-tried improvements be included ;

"6. By the general diffusion of correct ideas respecting the value of education as a quickener of intellectual activities, as a moral renovator, as a multiplier of industry, and a consequent producer of wealth, and, finally, as the strength and shield of civil liberty."

And with this memorial as a foreshadowing of what the councils of this Association may accomplish—an Association that had its birth, let us hope, in the desire for a broader federal communing one with the other over school interests and educational advancement—I may be permitted to indicate in a final practical word what we teachers may expect from our own Educational Bureau. Its primary object would of course be the collecting of statistics

and facts for the purpose of showing in a concise and comparative form the progress of education in the several provinces. We want to know more of one another and our ways of doing things, since the civilization and patriotic pride we boast of as ours demands that we should provide ourselves and our children with the best of everything that is going. Why should the Nova Scotian system of schools be accredited, for long, with excellencies which ours of Quebec are said not to possess ; or why should there be any deficiencies real or theoretic in the school systems of Prince Edward Island and British Columbia when brought into comparison with those of Ontario and Manitoba ? Should educational progress among us know any provincial boundary line ? Are the essentials of a good school system not the same for New Brunswick as for the North-western Territories ? Is the science of education founded on the eternities or on the conventional ? Are the principles of pedagogy qualified by climatic differences ? Is there anything in the physical or intellectual build of the Nova Scotian teacher that unfits him to take charge of a school in Ontario ? Let us endeavor to answer these queries, and through the answers discern the neglected nationalizing force which the organization of an Educational Bureau for Canada may revive amongst us, when once the genius of our common school education is turned in a large measure away from the narrowing influences of a provincial bias into the hands of the broad-minded Canadian teacher and educationist.

And yet there is a higher function for the Bureau of Education, as Dr. Harris's last report shows from his table of contents and scholarly articles. In that report there are to be found articles on Education in Great Britain and Ireland, in France, Nor-