

## CONTINUATION OF INSPECTOR BRIDGES' PAPER.

[To be read at page 16 as the conclusion of Inspector Bridges' Paper. These paragraphs were mislaid by newspaper reporter and not recovered in time to be printed with the rest of the Paper].

To attempt too much or expect too much is a mistake. But it must be admitted that there is no more potent factor in renewing the life of a nation and cultivating true patriotism than the public school, and the nationalization of the school must be recognized as one of the most important of modern educational movements.

As a perpetual inspiration to patriotism every school house should have a flag, and the children should be taught its past history, and its significance as a symbol of justice, liberty, and stable government. They should be taught also that the state is providing the school and the school house for all without distinction of race, class, or creed. In this way will be cultivated not simply a love of country for its past history and the heroic deeds of our ancestors, but a love of country will be fostered for what the country is doing for the children themselves in preparing them for the highest and best purposes in life. National holidays should be freely used in giving life and vitality to lessons that otherwise might become monotonous. An ignorant people cannot long remain a free people and cannot be a patriotic people.

I have not time to bother with questions of A, B, C, said the great Napoleon to Pestalozzi in 1802. What you desire to come out in the life of a nation that put into its schools, has been a principle of government in Germany, and seventy years later forth from the schools of Germany marched the army that destroyed the last vestige of the Napoleonic empire, and upon its ruins the Republic of France began its regeneration by reforming and reorganizing its schools.

Three hundred years ago Count John of Nassau in the Netherlands, in urging a system of common schools for children of poor families, said: "Soldiers and patriots thus educated with a knowledge of God and a Christian conscience, with churches and schools, good libraries, book and printing presses, are better than all the armies, arsenals, institutions, alliances, and treaties that can be had in the world." And it was with such spirit and conviction that freedom was won, and the forces of Spain repulsed. To-day we have seen how weak and impotent the Spaniard, in his ignorance and pride, is, before the free, intelligent, patriotic soldiers of the neighbouring Republic. Ours is a country of magnificent distances but the bright lights in our educational life that shine upon the shores of the Atlantic have been felt upon the shores of the Pacific, and the ranks of the teachers in the far west are being continually recruited from the east.

The common school is as broad as the nation, and, while it may owe its existence to the exertion of the forces of our higher institutions of learning, its influence for this or for other purposes upon national life must be far greater. Here then in the schools in which the children of the farmer, the laborer, of the mechanic, and of the miner receive their education scanty though it be we must strive to place the distinctively competent teacher, and this is the highest office and duty of those engaged in the work of supervision.