

strongest hopes that it will go further and take a leaf out of the book of educational enterprise at Washington in the organization of a Canadian Bureau of Education.

In 1867, the year of our own Confederation, the Bureau of Education of the United States was organized under the Commissionership of Dr. Henry Barnard, as a sub-Department of the Department of the Interior; and when one considers the interblending of educational influences that has taken place since its organization and how it has brought about the nearest possible approach to "one country, one educational prestige," the United States is ever likely to see; and when one considers, with all due loyalty, how far we in Canada here are still from a truly national consolidation even after thirty years of Confederation, and how effectually the common school brought under co-ordinating influences and wider national sympathies can be made a nursery for the true patriotism, it is our duty as teachers, it is our duty as Canadians, to plead for the organization of a like institution in our own country.

And, open though I may be to a charge of repeating myself, I may further say that to advocate a national system of schools for Canada now is to shut our eyes to the constitution of our common country and the provincial rights and interests it protects. The establishing of a national system of education for Canada means revolution, and, as my friend Dr. Parkin may tell us, we are hardly prepared for a revolution; that is, if it should eventuate in our *going it alone*. In the organization of a Bureau of Education for Canada there is not, as I have already said, the least tendency towards revolution, its functions being for the most part missionary and its administration *ex officio*. All that would be required would be a vote for its support as a sub-Department under any

of the great Departments at Ottawa with liberty to work out its own destiny of usefulness, as has the Bureau at Washington — a great co-ordinating force in the educational affairs of the Dominion. As such a force it would neither be over nor under any Provincial authority, perhaps not even advisory in an official sense, yet bringing about by judicious and justifiable means an assimilation of Provincial educational necessities and pedagogic affinities that would eventually bring all the teachers of Canada, and, through them, the rising generation, to see the Provincial shading away into the Federal, into the national.

And if, after what I have said, and what may be said in the after discussions on the subject, you as a Dominion Association care to appoint a committee to take charge of this matter and press it upon the Federal authorities as a practical question, your memorial would not differ materially from the memorial presented to Congress by the educationists of the United States urging the organization of the Washington Bureau, and which I venture to give here as a concrete setting forth of what our Bureau at Ottawa might be expected to accomplish. It is as follows:

"It was the unanimous opinion of the Association that the interests of education would be greatly promoted by the organization of such a Bureau at the present time; that it would render needed assistance in the establishment of school systems where they do not now exist, and that it would prove a potent means for improving and vitalizing existing systems. This it could accomplish:

"1. By securing greater uniformity and accuracy in school statistics, and so interpreting them that they may be more widely available and reliable as educational tests and measures;

"2. By bringing together the results of school systems in different com-