

on any educational movement calling for provincial interference or legislation. Its administration will be confined to its own internal operations, which for the most part will be collaborative and supervisory, with no governmental authority to enforce its suggestions. This is surely plain enough even for a child to understand. Our patriotism, so far matured as a national one, readily admits that the purpose of our confederacy is to have the world recognize and approach us as a confederate unit, with the provincial autonomy preserved within the wider national intuition. The provincial autonomy is safer within this patriotism than without it. And if there be one argument stronger than another in favor of the proposed sub-department it is to be found in the fact that the provincial autonomy in matters educational is without and not within the patriotism that would make the most of our common country. As matters stand at present the world can learn nothing of our educational status as a consolidated Dominion by applying to the central government for information. The federal authorities have no more the means of giving co-ordinated information on the educational standing of the country as a whole than they have the means of making a census of the South Sea Islands. An outsider—nation or individual—is anxious to learn of the agricultural resources of the Dominion, but has he to travel from province to province to find out all about them? The required information is to be found at Ottawa, and, with the light of later events upon him, no one will surely say that the provincial autonomy as regards agricultural interests is not safer and more progressive within the central supervising organization than without it. Then the same may be said of our mineral resources. Has an inquirer to utilize the railway and boat offices from provincial department to provin-

cial department to learn about our gold, coal and copper fields, for purposes of possible exploration and investment? Then is there not the same safety to provincial autonomy in matters pertaining to immigration, public works and railway building, with the national spirit co-ordinating the provincial into the strength that comes from the united action of the provincial with the federal?

But the idea of endangering the provincial autonomy in educational affairs by the organization of a sub-department such as that under consideration cannot but have even less weight than any other possible argument. The Dominion Association of Teachers has endorsed it, and so far no word against it has been raised by any of the superintendents of education. If there was in it any possibility of interference with the various school systems at present organized in the various provinces, some one of the superintendents would surely have raised his voice against it; or, if there had been in it the faintest shadowing forth of a future national system of public schools it might have been rightly said that the provincial autonomy as guaranteed by the British North American Act would be in danger. But, as we have said, there is in it no element of possible interference with any provincial educational rights, and since this has been so well understood by every one who has carefully looked into the proposal, it is not a matter of surprise that it has been so unanimously well received.

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As Dr. Hodgins in his letter to the *Mail and Empire* pointed out, there seems to have been an understanding with the Rev. Dr. Ryerson that the organization of a Central Bureau of Education for the Dominion would come up for consideration after the passing of the Confederation Act. But this has been held in abeyance