

similar Bureau would be established by the Central Government at Ottawa, the object of which would be, not only the supplying of abundant and reliable information to each province on the subject of systems and plans of education elsewhere, but also by intercommunication to secure a general harmony of aim and purpose. And that, further, without attempting any interference in local administration, the Bureau would be the means of keeping up an active, yet friendly, intercolonial rivalry; and thus, on Dominion and national lines, to build up the Confederacy, and to stimulate and encourage the efforts made in each province for the promotion of substantial educational progress, combined with efficiency and economy.

In his "Special Report on Systems of Popular Education in Europe and the United States" of 1868, pages 196-7, Dr. Ryerson referred deprecatingly to the fact that our so-called national system of education in Ontario (which was then administered by him) was without educational identity or unity with that of any other province, and that we have imitated, rather than have been warned by, the example of ancient and modern confederations in this matter. He then quoted the apposite remarks of a number of able American writers who had discussed this subject. The first of whom he

had quoted said: "So long as the education of our children is conducted under the laws of separate States, without any homogeneousness in the methods adopted for their sustenance and management, we shall lack a most important auxiliary to a true nationality."

Under such a disconnected system the writer justly remarked that: "It is quite impossible to secure that uniformity of method, or thoroughness of administration, or strictness of responsibility which a well managed national Bureau might achieve. The whole work is fragmentary and unmethodical. Each State has a different standard, grade, or measure of school culture."

In my fifth letter from England, published in the *Mail and Empire* of the 11th of June, I have shown that the school systems of England, Ireland, Scotland and Wales are practically under one supreme management, with local secretaries. The English Education Department, as I also pointed out in that letter, has recently issued the first of a series of special reports relating to education in Belgium, France, Germany, Denmark, Egypt, etc., similar to those issued by the United States Bureau of Education at Washington.

Yours, etc,

J. GEORGE HODGINS.

Toronto, Oct. 20, 1898.

The whole German people are being educated scientifically in the arts of industrial production. Nowhere in the world does manufacturing become so nearly a profession as in Saxony, for in this small kingdom there are no less than 111 technical institutes.

Prussia has 200 such schools with 12,000 pupils; Hesse, with a population of 1,000,000, has eighty-three schools of design, forty-three of manufacturing industries and many others for artisans of various trades.