

ties. Like all contributions to the forms of civilization, this device is not the invention of theoretical thinkers. It is something far deeper. It was born of great national struggles, the collision of races, the Celt, the Saxon, the Dane and Norman meeting in bloody conflict, and the innate stubbornness of each furnishing an element in the four-fold product, the British constitution. The mutual toleration, the sense of fair play, the readiness of all to defend each in the exercise of his individual prerogative, the profound respect for established law—those characteristics belong essentially to the original people that invented local self-government.

"We both of us here unite in gratitude towards that common ancestor, that is still young in strength and beauty. But we must remember at this point that you are still living in the old family as an integral part of it. We have long since gone out from that family. But, while no one regrets our separate independence, yet we do not for a moment suppose that we have taken with us all the good things. In studying your own social and political forms we see that you who still hold fealty to the British flag have preserved what we may well imitate. Your union of central and local powers is more perfect than what we have yet achieved in the States. Our own history, beginning with a bloody revolution, has always shown a tendency in the people to dread the centralizing of power in the Government. There is a deep-seated jealousy, even at this late day, of centralized power. The consequence of this has been that we have never evolved that perfect balance between local and central powers. We behold in your Dominion a more perfect balance in this respect than we have yet been able to attain. We see this in your political government and in your schools. It is a great opportunity that we have, and we

rejoice in the opportunity to study and learn from a fresh experiment at local self-government and the preservation of it by common school education.

"You too, like ourselves, have your conservative strictness in the education of the youth, and your movements in this great cause have attracted our attention for a long time. The honoured names, honoured wherever educational history is studied, the honoured names of Ryerson, Hodgins, and Ross, stand for us as significant of new departures full of promise in educational methods and organizations. We thank you for your hearty reception; we congratulate you on the liberty and the prosperity which you enjoy within the old national family. May the day when you shall feel a necessity for separation from that family never come. But let another and different day draw near when all English-speaking peoples shall form one grand confederation of independent nations—settling all questions of difference by international conferences. On the basis of local self-government there is no limit to the extent of territory that may be united, for, according to its principle, each province, each section, governs itself in all local interests.

"Only in common interests is there a common authority. Only in supreme concerns does the supreme power interfere. Let us all who have a common share in Runnymede and in Shakespeare, and who love England and Scotland as the home of our ancestry, let us study here the problem of education in the light of our similar social and political problems, being assured that a civilization whose symbols are the railroad, the public school and the morning newspaper shall find the best key to its sphinx riddles and the perplexing issues which the time and spirit offer to our peoples. Teachers and citizens of Canada, we, as your cousins and brethren, thank you."