

tribution of legislative powers, and therefore a definition of these powers in this respect we are in much the same position as our neighbours; but had we a Legislative instead of a Federal Union, our power to make laws would still be limited by the restrictions imposed on us as a colony.

I have not time to discuss what perhaps may appear to be the most important distinction between the British and American systems of government, viz.: the fact that Great Britain and Ireland are united in a Legislative Union, while the American States are united in Federal Bonds. This subject is too broad to treat here, and the fact is so familiar to all that it is scarcely necessary. Nor is it necessary to dwell on the fact that our Federal system is largely borrowed from that of the United States. Here one important distinction may be briefly noted. Our system was introduced just at the close of the American Civil War, and as that war was ostensibly caused by the claim of several States that each State had a right to secede from the Union when it desired, provision was made in our Constitution for placing limits to the power of the Provinces to legislate, if their legislation should be deemed hurtful to the Dominion as a whole.

Hence we find in the British North American Act a clause which empowers the Governor-General in Council to veto any Act passed by a Provincial Legislature, regardless of the

fact that the Act may be quite within the bounds of Provincial Legislation. No such power can be exercised by the United States Congress or President over State Legislation—the States are as sovereign within their spheres as the Union is in its. It is needless to say that while the Fathers of Confederation thought this a wise provision against rash and narrow legislation, time has shown that it is a power which cannot be exercised without causing much discontent, and its unwise employment tends more than aught else to shake the foundations of the future of our Dominion.

In conclusion, I may sum up this analysis by saying, that in our Federal system, written Constitution and limited legislative activity, we are governed much like our American cousins; also, that our municipal institutions and educational system are more American than British. On the other hand, in our adoption of the British system of Cabinet Government, in our endeavour to secure the carrying out of the will of the majority by Parliamentary institutions, in our preference for the British system of administering justice and appointment of judges, we have shown that we prefer a system which, while monarchical in form, is more really Democratic than that of the great American Republic, and one which permits the fullest development of individuality and freedom consistent with order and permanence.

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OUR pedantic mania for instructing constantly leads us to teach children what they can learn far better for themselves, and to lose sight of what we alone can teach them. Let him know a thing because he has found it out for himself, and not because you have told him of it. Let him not learn science, but discover it for himself. If once you substitute authority for reason, he will not reason any more; he will only be the sport of other people's opinions.—J. J. ROUSSEAU.

To give the net product of inquiry, without the inquiry that leads to it, is found to be both enervating and inefficient. General truths, to be of due and permanent use, must be earned.—HERBERT SPENCE.

THE teacher has recognized his true function as simply a director of the mental machinery which is, in fact, to do all the work itself; for it is not he, but his pupils, that have to learn, and to learn by the exercise of their own minds.—JOSEPH PAYNE.