

at the present moment in France, that is to blame. I could not but laugh the other day when a prominent French-Canadian citizen, while comparing the enterprises of the French and English here and elsewhere, sought to trace the difference to some racial deficiencies, and yet we are oftentimes just as far astray in our surmises as to the origin of some of our educational deficiencies.

As far as education is concerned, and in many other respects as well, Canada so far is only a confederacy of petty commonwealths or provinces. So far there is no Canadian nation in the strict sense of the word, only the makings of one. What national spirit there is among us has had to strive for its growth against the colonial connection on the one hand and the provincial penchant on the other. The national had to strive with the confederate principal in the United States both before and after the fact, from the close of the war of independence to the close of the rebellion. In Canada the national spirit is at the present moment in the midst of its strife with the spirit of the confederacy before the fact; and when after the struggle of over thirty years we find the provincial penchant in many respects as strong as ever, and the Imperial federation idea intermittently taking possession of some of the more sentimental of us, we can see how absurd it is for the Canadian educationist, filled with national belongings as he may be, to dream of a Canadian national school as a near possibility. With no new nation formed, with only the physical bindings of trade intercommunications to keep us together, with our fair Dominion anything but a moral personality, working for humanity without, and for the uplifting of the races within its borders, we can also see how equally

absurd it would be to blame the Canadian federation as a whole, struggling as it is towards nationhood, for our educational deficiencies, or even to look to the Federal executive for amelioration. The "State and Education" in Canada means the commonwealth and education, with each province as a commonwealth in itself, and for us our thesis must legitimately confine itself to a critical examination of the systems of education established in our various provinces. Such a critical examination cannot be undertaken here. The time at our disposal forbids it. When, however, we have made a general statement as to one or two of the things which each province owes to its people in the matter of education, we may perhaps be allowed to glance for a moment at one healthful relationship that might be established between the consolidating communities of British North America striving towards nationhood, and the commonwealth of the Dominion of Canada, whose vocation is, or ought to be, the making of a Canadian nation.

From the nature of things, the supreme supervision of education belongs to the State identified as the nation. The function of both is for morality. And yet the history of education, at least on this side of the Atlantic, shows that, from the pressure of early responsibilities, it has been the commonwealth—the State which is the Province—that has had to assume the special responsibilities of providing for the institution of schools, so that all should be taught at the least possible direct expense to the guardians of families. As Dr. Mulford, the author of *The Nation*, says: "While the administration of a system of education may be referred to the commonwealth, its institution is of national importance, and also of na-