

the coming generation, and thus determine the qualities which, when developed, will enable the child to live in his world and become a useful citizen. I would not undervalue books and studies. They are in part the means which enable us to attain our ends. But in the solving of a problem in arithmetic, or any branch of mathematics, it is not the "answer" which is the main thing. It is the quality of perseverance, the power of concentration, the methodical reflection and planning, the obedience to known laws and rules—these are the qualities we must seek to encourage and develop. If it is a lesson in history, facts and dates are not the important things. Is not the prime object to fire youthful enthusiasm in the deeds and traditions of our own and the mother land; to teach self-control, the cultivation of the will power, the encouragement of worthy aspirations and high resolves, and the putting underfoot whatever is mean and small? If it is a lesson in reading and literature, you will question, I think, the wisdom of cultivating a mechanical inflection or the stopping at every comma. Will not the time be better spent in drawing out the meaning of the printed words, and in getting an impression of the thoughts and emotions of the writer? If it is a lesson in the natural or physical sciences, the manipulation involved in picking a flower to pieces, or in separating oxygen, is not vital. It is vital, however, to stimulate the mechanical ingenuity of pupils toward providing their own apparatus, and to investigate slowly and patiently the truths of science. But as Sir Joshua Reynolds fitly observes: "A provision of endless apparatus, a bustle of infinite inquiry and research, may be employed to evade and shuffle off real labor—the real labor of thinking." Ah, that is the point. The ability to think with correctness, precision and promptness is the true test that we must apply to our school life if we would estimate its productiveness. You will find that your scholars will do anything for you except think. They will yield implicit obedience to your reasonable commands, they will memorize whole pages of text-books, they will be diligent students of the word, if you do not ask them to think. And yet if you carry your pupils patiently into this laborious process, you will give such a power and joy to their whole lives that in future years they will rise up and call you blessed. Is not that something worthy of your accomplishment? How is it to be done? It can only be done by a thorough sympathy with and consideration for the life and surroundings of every boy or girl. Do you recall the derivation of those two words to arrive at their fulness of meaning? Sympathy means *suffering, passion, feeling for or with another*. Consideration means *the act of sitting down and thinking together*: "Come let us reason together about these things." Can you find two nobler words than these, or better illustrative of the spirit that should prevail between teachers and students?

And now let me briefly recall a few points: If

working out the problem in arithmetic patiently and persistently is helping to form the boy's character, the answer is of secondary importance; if an honorable ambition is stimulated within him by his study of history, facts and dates may be left to take care of themselves; if his reading lesson begets a zeal for the study of literature and the ability to use clear, correct and concise English, the use of commas and inflections, even the moral of a story, that I have seen teachers sometimes labor to inflict on patient children, will come naturally enough; and finally, if the study of natural science or any subject begets the habit of intelligent observation and clear thinking, the use of books and apparatus will be amply justified if the investigating spirit of teachers and students make these only the means to secure an end.

And now let me come to a few thoughts closely related to our home surroundings. I have said that the key-note to all patriotism, worthy of the name, must be the pride we take in our own community, and the labor and sacrifice we devote towards building it up. "It is wonderful," says President Elliott of Harvard University, "what small personal gifts may become the means of conspicuous service if only they get discovered, trained and applied." Now, this problem—how to train every personal gift, no matter how small, how to give a fair chance of development to the special needs and aptitudes of every boy and girl in the schools to-day is one worthy of your closest study and your highest ambition. The school that is to discover and develop the special gift and capacity of each student in it, and so train that gift and capacity that the highest product of civilization is the result, is largely an ideal school yet, but none the less to be sought for because it is ideal.

In the strong competition that distinguishes every phase of our busy modern life, there is a demand that our education be made as practical as possible. And by a practical education we do not necessarily mean that every boy or girl shall be trained in our schools for a trade or a profession, or for the sole object of making money, or even making a living. We mean, or should mean, that each student shall be so trained that he will enter into the activities of modern life and thought, each one in his own sphere, and each one as a good man or woman prepared to do honest and effective work therein.

I need not here remind Nova Scotians of the many names of those who have been an honor to the land which gave them birth, names of men who have been connected with the history and public life not only of the province, but of every land where the English language is spoken.

Nova Scotia is said to be, in the variety of its productions, the richest country in the world. Its history is the most interesting of any province of Canada.

What, then, should be the attitude of the students in the schools towards their own country? Should