

We should know more of the climate, the racial, and other conditions of the component Provinces of our own country than of any other. We should look with affectionate interest on the great men—orators, writers, educators—of every Province in Canada, and by so doing we shall cultivate a spirit of nationality and patriotism. Now, it has been remarked by Mrs. K. Seymour MacLean, in a thoughtful article in a late issue of the *Canadian Monthly*, that in the American Republic it is a first object with every teacher to educate children into an intelligent appreciation of their future position as citizens; and a most interesting essay in the current number of *Education* (Boston, Vol. II., No. 11) shews how Common School education may be made to impress on children the following cardinal principles of Republican freedom all over the world:—

1. The Common School not a haphazard blessing, but the institution of a Free State, and related to expenditure, and imposed taxes, and sacrifice of high or low degree.

2. Equality.—The Common School as a leveller—refusing to regard social distinctions, securing equal rights.

3. The Common School as a preacher of the doctrine of Fraternity—that we are members one of another, children and adults alike.

The principles laid down in *Education* would apply to Canada, where the upholding against public opinion, by an autocratic Minister, of such an anomaly as Upper Canada College, is a scandal inconsistent with the free principles which are “in the air” of this country. But ought not all Canadian educators not only to endeavour to teach those doctrines of equality and brotherhood which will yet root out from among us the snobbishness, the wealth-worship, the craving after social position, which are among the bad traditions derived from another and baser system of society? and further, ought not our educators to aid in forming a *national* Canadian type of character, to train the growing mind away from *colonialism* and into *citizenship*? By this it is not meant to inculcate any special doctrine as to severing the connection with England, but to call forth a spirit of self-reliance,

and to cultivate a national tone rather than a provincial one. From this point of view we give a brief summary, as far as possible from memory, in Principal Grant's own words, of the career of this great citizen of Canada.

Joseph Howe was born on the shores of an arm of the sea which forms one of the most attractive portions of Halifax scenery. His boyhood passed before those days when we have competitive examinations for babies. “Intermediate” Examinations were unknown, nor were boys crammed with undigestible learning till they became idiotic or their heads burst. But Joseph Howe had four educators of no mean value. The first was nature. Much of his time was spent where it is to be wished much of every boy's time could be spent—in the woods, or climbing the hills, or swimming the waters. The second was good books, notably the Bible and Shakespeare. The third was a good father; and the fourth was hard work, beginning at the lowest step in a printing office. Howe early cultivated the art of verse writing, in which he was successful to a degree that must have done much to educate his powers of expression. By degrees he drifted into politics, and fought single-handed the battle of Responsible Government against the “Family Compact” in Nova Scotia. The printer's boy became the great popular teacher, all but worshipped by public opinion in Nova Scotia. He was warmly attached to British connection, a subject on which Principal Grant recited some spirited verses of Joseph Howe's composition. On one occasion he allowed personal feeling to make him untrue to his own principles of Canadian nationality, when he led the opposition to Confederation; yet he was a great man, and when he died, as Lieutenant-Governor of Nova Scotia, all mourned.

The Hon. S. H. Blake, Q.C., as chairman, presented to the lecturer the thanks of the meeting, and expressed the feelings of all present when he said, that while they appreciated the great Nova Scotian who was dead, they did not less appreciate the living Nova Scotian who addressed them, “For,” said he, “you were born in Nova Scotia, were you not?” Principal Grant replied, “Yes, sir, I am thankful to say I am a Canadian.” Loud applause greeted this sentiment.—*Communicated.*