

Canadian schools most favorably with the English elementary schools. Drawing was, perhaps, the weakest subject; but great efforts were now being made to improve it. It was easier, he thought, for young men and women to obtain higher education in Canada than in England; for the whole school system in Canada was correlated, the common schools leading to the high schools, and these in turn to the universities. The manual training movement, he said, had been very successful in Nova Scotia, where the provincial government had heartily supported the efforts of Sir William MacDonald. In less than two years, eleven schools had been organized; and some ten more were to be opened next term. In nature study, the schools of Nova Scotia were distinctly in advance; and the Danish government had copied the Nova Scotia system in their latest arrangements for country schools.

Such words as these, from one who is recognized as a competent authority, will carry undoubted weight. A fuller knowledge of the natural advantages of Canada, and such an estimate of its educational advantages as Mr. Kidner gives, must attract to us the most desirable immigrants from the mother land.

THE History of England and Canada, by Principal Robertson and Dr. Hay, has been adopted for the schools of Nova Scotia, and will go into use there at the beginning of the new school term. Some changes have been made in the Canadian portion of the history which will make it more useful to teachers and pupils. These changes are also incorporated in the edition used in the New Brunswick schools, and will be welcomed as an improvement.

The *Educational Review*, a periodical "devoted to advanced methods of education and general culture," published at Saint John, New Brunswick, celebrates its entrance upon the sixteenth year of its existence by a number containing thirty-two pages, in a brand new suit of type, several new features in its make-up, and a generally prosperous appearance. This will give satisfaction to all interested in the better education of the rising generation of Canadians, for the EDUCATIONAL REVIEW is true to the higher ideals of its profession. We bespeak for it the support of teachers not only in the Atlantic provinces but throughout Canada, for it is bound by no mere provincialism, ever regarding the Dominion as a whole, and an integral part of the British empire.—*Orillia Packet*.

The Investigating Spirit.

[Address of Dr. G. U. Hay at the closing exercises of the Normal School, Truro, June 25th.]

After referring to his recent visit to the Normal School, where faculty and students were celebrating the return of peace, and where the spirit of rejoicing and playfulness were uppermost, Dr. Hay said: The occasion was a very pleasant one, and when Principal Soloan did me the honor to ask me to come back and address to you a few words at closing, it occurred to me to choose a subject that would be as congenial to him and his methods as it would be to yourselves—and that is the cultivation of the investigating spirit,—the turning loose of a spirit of inquiry, that shall take possession not only of schools, but of whole communities. The keynote of all true patriotism is a pride in the community in which we live and work, and an honest attempt to help build it up. If we are doing this, our cheers for the empire, our waving of flags, our patriotic words and songs, mean something. If we are not doing it, they mean very little.

I suppose the great work of the public school of to-day is to train up the "average citizen." Probably nineteen-twentieths of the children who are at school to-day will have to be content with the lot of "average citizens," and a very happy lot it is if they are trained in the broadest sense to fill it. The remaining one-twentieth who are to become the governors, statesmen, poets, philosophers, the men and women who plan work for others to do, may, with a little assistance from the schools, be left to work out their own destinies. Such men and women have done so in the past, and they will do so in the future in spite of disadvantages.

Now I am not going to weary you with any views of my own how the average school children may be trained to become honest, useful average citizens. That has been done, to a large extent, and much more carefully and methodically in the school from which you are graduating. But you will soon find that learning how to teach and the actual contact with the child are two different things. And here is where your spirit of investigation must have full play and its greatest opportunity. If we become absorbed in the mere distribution of knowledge—the facts of history, geography, mathematics, grammar—and fail to watch the growth of the child, there will come disastrous failure. The most of us have had some success, at some time or other, in planting seeds and watching them grow into plants, and we have noticed, too, probably, that the weeds, that plant their own seeds, will beat us every time. And so it will be if we content ourselves with simply imparting or distributing a knowledge of subjects. The child's mind will be "an unweeded garden that grows to seed" if we neglect to study his life, his chances for opportunity, his surroundings. If we give too much attention to the book, we forget to watch the growth of the child. We must study life as it is to-day, and as it will be in