

Quebec educational progress is apparent. Home news from abroad is not always so trustworthy, nor is it always so sympathetic, as this.

To the graduates of the Normal School whom I see before me I offer my congratulations upon the successful completion of your course of training under your accomplished Principal and his devoted colleagues. I trust that you are going forth with noble ideals and with the enthusiasm of the missionary.

Without the former your work will be sordid, and without the latter your life will be of little worth. You must ever remember that "cram" is not education, that instruction is not your work, that method without reason is the dullest of routine.

Perhaps many of you remember when under the influence of some broad-minded teacher your own mind received an awakening, an inspiration came to you from an indefinable contact with a superior intellect, and you felt something of the grandeur of truth. The greatest teachers the world has ever known have been great not by what they have been able to thrust upon the unwilling mind, but by the seeds they have sown which have brought forth a hundredfold after their own kind, by the direction and the impetus they have given to life and thought. In short they have seen that the mind develops by natural growth rather than by accretion, and they have had the courage to teach accordingly and to wait patiently for the results. You will do well to imitate, or rather to emulate, such examples.

Your work, however, cannot be confined to the intellect alone. I mention it first because it is a prerequisite to morals and manners. Probably the strongest grounds ever taken to justify state control or support of education is that the educated citizen is more useful and less troublesome to the state than an ignorant one. Without discussing the question fully it may be safely said that we have no proof, and very little evidence, that purely secular education improves the morals. From the point of view of the state it is of paramount importance that you should train your pupils in the principles and practices of morality. This you can do only on the basis of religious instruction.

Matthew Arnold, who could never be suspected of a bias in favour of ecclesiasticism, declared in one of his best