

you do or have done. The teachers of Ontario have done much for their Province and for the Dominion. This is the premier Province in many respects, and especially in educational methods and mental attainments. Our forefathers laid the foundations broad and deep, by establishing and endowing colleges and schools. And they were wise. Who so ignorant as to say nay?

"Educate the people" has been the earnest and oft-repeated cry of all the greatest men of the past, and "after years, which are the best witnesses," have proved that they knew whereof they spoke. In a speech delivered by Lord Macaulay in the British House of Commons in 1847, he shews what education had done for Scotland. He tells us that one hundred and fifty years before the time in which he spoke, Fletcher of Saltoun, a patriotic Scotchman, was in such despair about his countrymen that he advised shipping off some thousands of them to the West Indies to work in the sugar plantations, saying that nothing but the lash and stocks could reclaim the vagabonds who infested every part of Scotland. The Parliament which sat at Edinburgh took a different course and established a school in every parish. What was the result? I let the great historian tell the tale as he only can. "An improvement such as the world had never seen took place in the moral and intellectual character of the people. Wherever the Scotchman went—and there were few parts of the world to which he did not go—he carried his superiority with him. The Scotchman of the seventeenth century had been spoken of as we speak of the Esquimaux. The Scotchman of the eighteenth century was an object, not of scorn, but of envy. The cry was, that wherever he came he got more than his share; that, mixed with English-

men or mixed with Irishmen, he rose to the top as surely as oil rises on water. And what had produced this great revolution? The Scotch air was still as cold, the Scotch rocks were still as bare as ever. All the natural qualities of the Scotchman were still what they had been when learned and benevolent men advised that he should be flogged, like a beast of burden, to his daily task. But the State had given him an education. That education was not, it is true, in all respects what it should have been. But, such as it was, it had done more for the bleak and dreary shores of the Forth and the Clyde than the richest of soils and the most genial of climates had done for Capua and Tarentum."

The work which accomplished these results is the work in which the teachers of Ontario, of Canada, are engaged. Here surely is encouragement enough. You are working in the present and for the present, it is true, but you labour as well for the future. The progress, the intelligence, the freedom, the stability of our people depend largely on you. Your work, faithfully done, is our only salvation from the rule of the despot on the one hand, and the sway of the demagogue, on the other. We, an educated people, shall be free—free to pursue our prosperous course in that happy middle way which has been bequeathed to us by the freedom-loving people of the fatherland. From ocean to ocean our country stretches. From century to century the influence of the teachers of to-day shall go on, ever widening and deepening. You are a nation's tutors. Your influence shall be continent-wide, world-wide. The magnificence and the permanence of your work should nerve you for more earnest and faithful endeavour. The future will bless you, and in a niche of the nation's