

in the profession of Primary or Secondary teaching. Such prizes the senior masterships at Upper Canada College must become. Given here half-a-dozen senior masterships, by attainment to which a man may win such a competence as he can gain by moderate—very moderate—success in law, medicine or industry, and the Head-Master may hope to attract and to keep in the profession men from whom he may demand such a richness of service as is now only found here and there, and when found is hampered. I do not undervalue the splendid, self-sacrificing teaching which is being done and has been done in this and in other schools; nor do I say that adequate pay will invariably mean adequate teaching; but I do say that hitherto the best teachers have been handicapped by inadequate means, which has meant inadequate tools, and that far too many promising teachers have been driven out of teaching into other professions less important for the welfare of the country.

This, then, is in part what I hope to make of the boys of this great historic school. This is the type of master whom I hope to gain and to retain. In my own strength I can do little. But I am strong in the help of the Governors, and still stronger in the help of such a body of Old Boys as no other school in Canada can boast. To these I appeal to help me. I have many changes in view, and I cannot hope that they will all meet with the approval of all. But I do ask that they be given a fair trial, and that the Boys and the Old Boys will believe that I shall make no change without full conviction that it is in the best interests of the College.

Just forty years ago this month my father was inaugurated as Principal of Queen's University. In his address he used words which I now apply to myself: "We ask nothing for ourselves, we ask all for Canada. You have brought me here. Was I rash in reading these words between the lines of my appointment, 'Depend upon us for sympathy and loyal aid.'"

May I close with a story of this present war which I