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PROF. GOLDWIN SMITH, D.C.L., TO TEACHERS.

It is not without some misgiving, young ladies and gentlemen, that I meet you this morning. I have nothing to offer in the way of advice or instruction. You have, no doubt, had both in abundance, and of the best quality. We are never tired of wondering at our progress. It has been as great in education as in other departments. I wish you could see the school-rooms of Eton and their equipments as they were when I was a boy. Some experience of education I have had; as a college teacher and afterwards as a University Professor of History at Oxford. As a professor I had one very notable pupil: his present Majesty Edward VII. A little class was formed for him in English History. I used to examine him after the lecture, and I have no doubt that I bored him to extinction. But he never let me see that he was bored. From this I gathered that he would successfully discharge the most arduous duties of royalty. If he could listen to a professor who bored him to extinction without showing him that he was bored, he would be able to listen with an appearance of interest and delight to municipal addresses. He would never lose his self command, or, like one of his predecessors, knight a town clerk in mistake for the Lord Mayor.

I need not magnify the importance of your profession to the Commonwealth. A monarchy may do without popular education. The shepherd is content if the sheep will go or his dog can drive them the way he wishes. To a democracy popular education is a vital necessity. Lowe said rather cynically, we must educate our masters. It is better to say we must educate our political partners. This reconciles me to the assumption by the State of a duty which nature seems to have assigned to the family. I have more confidence, I confess, in the family than I have in the State, as Governments now are. Some say they may be powers of supreme wisdom and beneficence, so that we may be happy to put everything into their hands. A public school may, by its order, its regularity, its discipline, even by its physical cleanliness and neatness, afford a certain moral training. But I am not surprised at what seems to be the growing predilection, on moral grounds, for private schools. Rising in the world, which our system practically inculcates, is a good principle in its way, both for the pupil and for the Commonwealth, the progress of which will be forwarded by his activity. But we cannot all climb over each other's heads.