

the youth themselves. But I venture to ask whether it may not be still more largely due to the system of *payment by results*, in a manner compelling the teacher to "pass" the largest possible number of pupils, irrespective of other and better considerations. I must not occupy space with a discussion of the merits or demerits of this system in other respects. In this direction its effects upon health, upon enjoyment, upon true culture, are too often to be deplored.

If there is any truth or value in the foregoing hints this moral at least may be derived, that it is the duty as well as the interest of Examiners and Teachers of all grades, to aid by improved methods, by precept, by influence, and by securing where needed, corrected legislation in checking the evil tendencies complained of, and in perfecting the Educational System of Canada, until it shall become a model for all young nations, and a fruitful source of true culture and sound learning.

I NEED hardly assure you of the very great interest with which I take this opportunity of learning by conversation with you the manner and means by which you undertake the arduous, responsible, and important labours devolving on the teachers and students of a great Normal school. You observe that I come from a country long famous for the heed given to the teaching of the whole youth of the land, and as you are aware the parish schools of Scotland have been the instruments by which training has been given to men who have in every part of the world left their mark, and been an honour to the system founded of old by the wisdom of its Parliament. An equal love of perfecting to the utmost the educational facilities given to the people has led to the introduction in that kingdom of the most stringent measures, and of a heavy local taxation which is ungrudgingly and cheerfully borne to ensure that no child shall go untaught, and that none shall be taught anywhere but in a good building where he or she shall have as much pure air to refresh the body as sound instruction for the mind. The position given to the teacher has always been a high one. Indeed, I have often heard him called the most powerful person in the parish. And, gentle-

men, it is right that those who fill the responsible positions to which the students here present aspire should have all the authority which a well recognized position can give, for they are to take their places in the world as the commissioners of the army of civilization, and the peaceable and honourable leaders of the force which by industry, culture, learning and training is to advance the intellectual progress and the material prosperity of their country. You will have to deal with a long succession of men who come here to learn how to teach, and these gentlemen, will see as they pass under their instruction a yet larger number who, in time, will represent the manhood and power of our nation upon this continent. I shall only be able to watch your progress and theirs for a brief period, but I hope I shall be able to show the interest I take in your success, and I shall in after years not cease to follow with the fullest and warmest sympathy, the progress of the great cause of education, and the effect produced by your efforts and labours on the welfare and greatness of the Canadian Dominion."—*His Excellency the Governor General to the Students of the Normal School, Ottawa.*