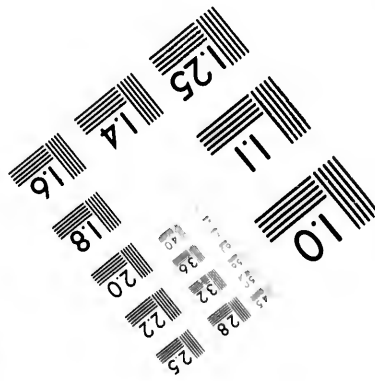
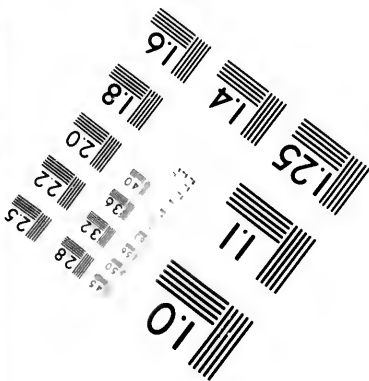
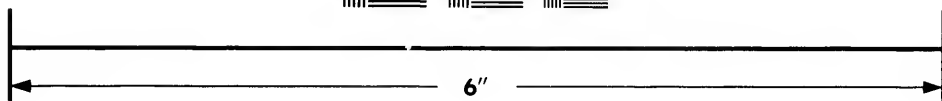
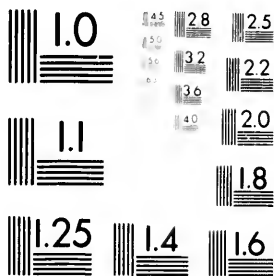


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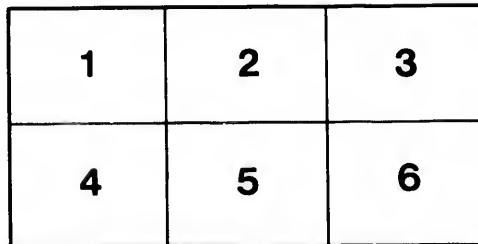
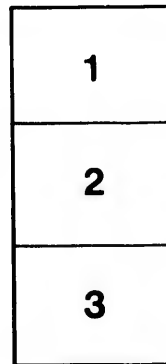
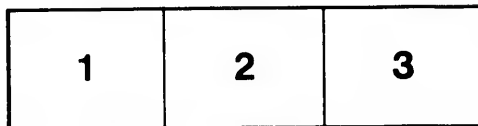
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# SPEECHES

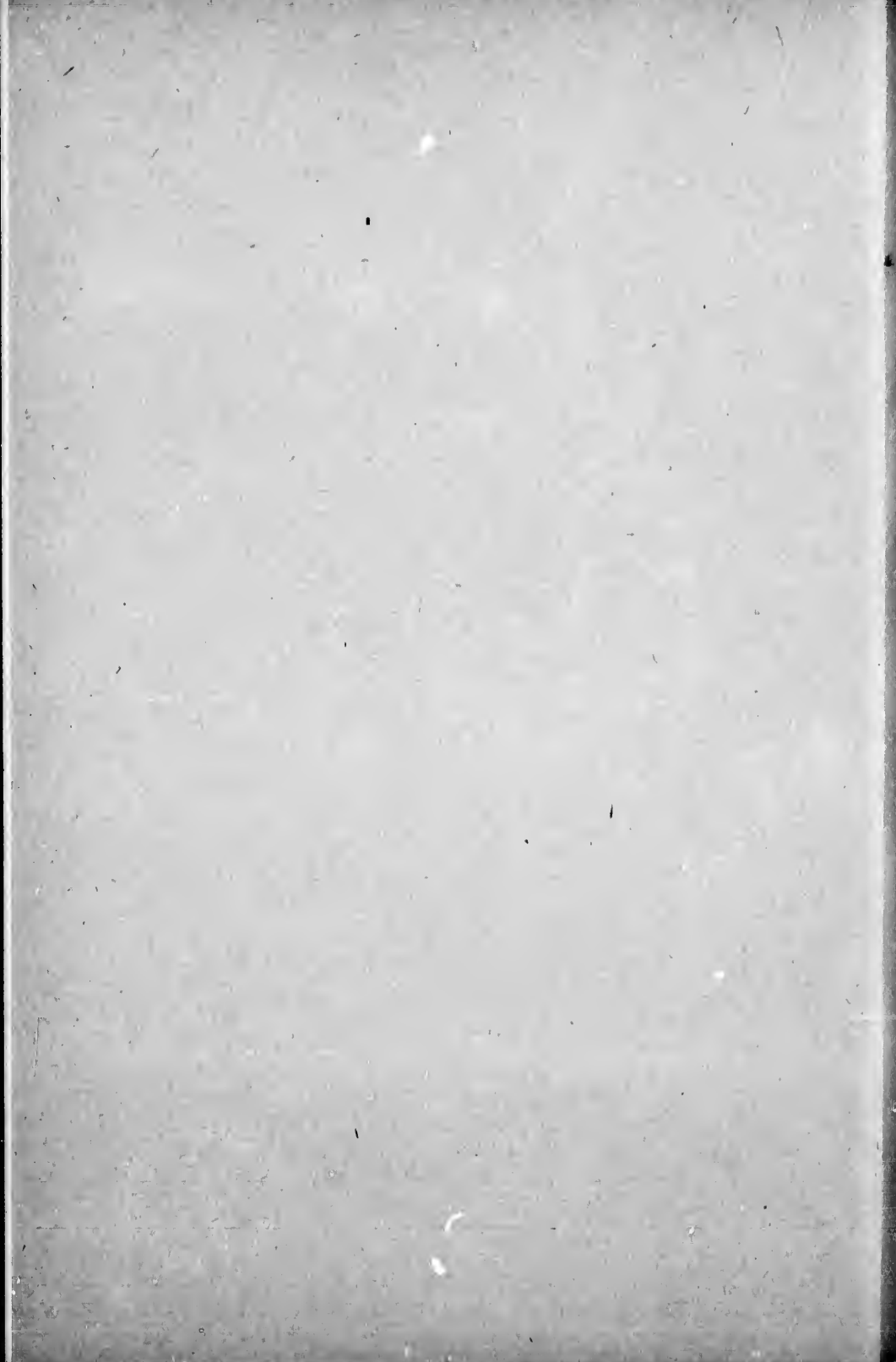
BY

HON. R. HARCOURT

1900

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1. Annual Meeting of Ontario Educational Association held at Education Department, Toronto, 17th April, 1900.
  2. Annual Dinner, Alumni Association, Toronto University, June 12th, 1900.





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*SPEECH OF HON. R. HARCOURT AT THE ANNUAL MEETING  
OF ONTARIO EDUCATIONAL ASSOCIATION, HELD AT  
EDUCATION DEPARTMENT, TORONTO,  
APRIL 17th, 1900.*

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The Hon. Mr. Harcourt, Minister of Education, said: Mr. Chairman, ladies and gentlemen,—I know that you have all enjoyed the evening very much, and I must take care that I shall not by an unduly long address mar the pleasure you have thus far experienced. Therefore, my address will be brief. I indulge the hope that at some date in the near future I may have the opportunity of speaking to you at greater length. I enjoyed very much the singing of the children. I enjoyed very much, I may add, the address of one of the principals of the city schools of this progressive city of Toronto; and I was pleased, as you all were, with the practical address of my friend Mr. Starr who has just taken his seat. Mr. Starr is a very prominent member of the legal profession in this city. May I suggest to him that high and honorable as that profession is, it is not too late for him to leave it and to join the ranks of a still higher and of a still more noble profession, the profession of the teachers. But, Mr. Chairman, he dreads examinations. We will absolve him, if Mr. Millar will consent. From what we know of him to-night he is quite competent to take charge of any of our large schools. We will give him a certificate provided my Deputy will wink for a moment and break the law to that extent. I may have something to say a few minutes later upon points raised by the preceding speaker. My first duty to-night, and a pleasant one it is, is to welcome most heartily to these rooms the delegates of this Association, not only the delegates but their friends and all who come to the proceedings during the week and thereby show their interest and their sympathy in the teacher's work. I welcome you in the name of the Government of this province. Whatever may be the faults of that Government—I am not going to speak of them now, you would not expect me to do so—whatever its faults may be, it surely can be said of it in all truth



that it has been all the time anxious and deeply solicitous to do all that in it lies to advance the cause of the teaching profession. I welcome you to-night not only in the name of the Government of this province, but also in the name of the Legislature of this province at this moment assembled—a united Legislature, I am glad to say, in everything that concerns the welfare of the teacher and the well-being and advancement of the cause of education. Our Legislature differs, as all Legislatures do, as all parliamentarians do, on matters of broad public policy, but on this one subject of education the Legislature of this province, to its credit be it said, has all the time, and consistently too, done all it could to advance the interests of the education of the youth. I welcome you also, ladies and gentlemen, and especially, on behalf of the Education Department, over which for the moment I have the honor to preside. I feel anxiously, most anxiously, its responsibilities. I feel them the less when I know that I have at my back to support me thousands of teachers as capable and anxious to do their work well as any equal number of teachers in this whole world. My knowledge of that fact, and my knowledge that there are in this province men such as those in front of me, men such as those on this platform, who can advise any Minister as to what is best for him to do in matters of educational policy—my knowledge of these facts, I repeat, relieves me somewhat from what otherwise would be nothing short of a terrible responsibility. This city welcomes within its borders each summer important gatherings of various kinds—synods and conferences of this and that important church, gatherings convened in great numbers in the interests of sweet charity or broad philanthropy, and other gatherings numerically very strong representing tens of thousands belonging to this or that social or fraternal order. Each of these immense gatherings is important. No one of them, sir, is more important than the gathering which is represented here to-night—a gathering representing the entire educational interests of the broad community. For all these reasons may I not most heartily welcome the teachers of the Province to this room to-night? But I welcome you further for two other reasons. I welcome you because of yourselves, because of the positions you hold in the community, because you are a representative parliament, representative men and women enjoying and wielding great influence for good in the community in which you live; in the second place I welcome you for the life-work to which you are devoting yourselves, and to which I have already alluded, an avocation than which there is none

more important, none more responsible known to man on earth; and when I speak in that way I have in my mind, of course, the teacher's work in the broadest sense of the word. The bishop on the bench, the editor in his chair appealing to tens of thousands each morning as his paper reaches the public, the learned professor lecturing his students in some ancient seat of learning, the humble parish priest doing his work in his humble way in some cross-roads village, the teachers—and we have hundreds of them—in our important colleges and seminaries, and those other teachers by the thousand scattered over this province from one extreme of it to the other—all these I include when I use the word teacher; and I say of them that their work is as high and responsible as any given to man to do in this world. For these reasons, and I could add others, it is my duty and pleasure to extend a hearty welcome to the delegates to the Ontario Teachers' Association. This Association has amply justified its existence long ago. I am informed that it now has an honorable history extending over well-nigh forty years. Let me allude to two facts in connection with it. If I were asked by argument to justify the existence of your Association I would give these two reasons; I would give them heartily, and I could give others. The first reason I could give would be this: I would ask the audience to glance down the list of names of the presidents of this Association for the last forty years, and in that list will be found the names of some of the most eminent men who ever resided in the Province. I do not care, sir, to individualize, but one name comes to my mind, the name of Goldwin Smith—to-day the most brilliant writer of English in this broad world. You have had other distinguished men occupying the President's chair, a position which you, sir, in this room grace to-night. The very fact, therefore, that this Association has had at its honored head for forty years men of pre-eminent service, of pre-eminent usefulness to the State, proves conclusively that the Association has a high work to do, and the inference is that it has been equal to that work. Having glanced over the list of presidents, then I ask you to read one or two of the volumes of the recorded proceedings of the Association. It was my privilege not long since to scan somewhat carefully one of these volumes, and what I say is true of all of them, I am told—that they are suggestive, that they have been useful, useful to the profession, useful to the Legislature, useful to the whole Province. Your Association, therefore, has amply justified its existence, and you do yourself justice only when to the full extent of your sym-

pathies you do all that in you lies from time to time to extend its usefulness. The singing of our children here to-night roused in us a spirit of patriotism, all too latent, as Mr. Spence told us, until recent years; but great events evoke the true sentiment of a people, and great events have evoked that spirit in Canada. And we have a little testimony of it in the music we have had to-night. We have many reasons for being proud of the Province of Ontario. I must confine myself only to one or two to-night. We are proud of the fact that Providence has with lavish hand endowed this province of ours. Rich agriculturally, rich in its timber resources, rich beyond all my powers to describe in the latent hidden wealth of which we even now know so little and of which more is being known year after year. But you may ask me, what has that to do with our meeting here to-night? It has much to do with it, as I hope to show you later on. My present statement as to Ontario is this: That its position, comparatively speaking if you like, absolutely judged if you like, in educational matters is very creditable. Now there are amongst you those who, remembering the rights of Britons, like to criticise. Let me say, Mr. Chairman, on the onset that I shall ever welcome fair and generous criticism; I invite it. I remember these words—and no truer words were ever uttered—that criticism is a salutary tonic. I say to you all, trustees and teachers and inspectors, administer that tonic as freely as you will, but let it be done, as I know it will be done, generously as a matter of a process of reasoning, and if done in that spirit the result of your criticism will be good and only good to all concerned. We have made great progress in this province, ladies and gentlemen, in the course of a generation. I had thought of wearying you a little and of giving you statistics. I will spare you and give you no statistics, but what I wished to say was this: If it were possible that the first President of the Ontario Teachers' Association were able to be in this room to-night, how he would interest us! How clearly he would show us that there is no room for the pessimists in Ontario in educational matters! How clearly he would make known to us, speaking of a period thirty-nine years past, that the educational facilities afforded by this province to-day are immeasurably greater than they were when he filled the chair of the President. How interesting it would be if he were here to explain to us what the problems then were, and we would contrast them with the problems as we find them to-night, and we will never be without problems. We are in this

world to solve problems! That is precisely what we are here for. The east wind would not have been permitted to blow if we were not here to struggle with and to buffet it and to overcome difficulties; and the only difference is that the problems of thirty-nine years ago are not the problems of to-day. There will always be problems, and I say to those who have addressed us to-night, as I say to our friends everywhere throughout the Province addressing educational meetings, to remember that that man is a mere dreamer who ever hopes to see the day when we will not have problems to solve. I will speak of some of these problems later on. I need not go back thirty-nine or forty years. If I were to go back, say, twenty years ago, or twenty-five years ago, my remark would be quite true—the improvements made, the strides accomplished, the progress won in a quarter of a century in this province are as extraordinary as they are gratifying. The work done by the University to-day, of which we are proud, is actually double what it was ten short years ago; it is treble what it was twenty years ago, taking as a test the number of students attending, or the other test, the scope of the curriculum. Judged then by the University we have made immense progress. Apply your tests to the High School if you will, and the same remark is true. Whether it be the number of them, whether it be the extent of their wide-reaching influence, the good accomplished by them to-day, the number they reach, the amount of instruction they give to those attending them, the result is double or treble what it was fifteen or twenty years ago. And then when I come to the Public Schools—and it is with their interests that every good citizen is primarily concerned—must I not make a similar statement? Who is there in this room who inspected Public Schools as I did a quarter of a century ago—who is there in this room who taught a Public School, and a very humble one, as I did twenty-six or twenty-seven years ago, or who taught a High School as I did somewhat more recently, who in his own experience cannot show abundantly and conclusively that great progress has been made educationally in this fair province? And I could in a score of ways, were I to give the figures and illustrations, make good my statements, and all this without any word of boasting. Boasting would be idle. Why do I refer to it? The fact that we have made progress is only a reason why we should aim to accomplish still greater things in the years to come. The fact that we have overcome difficulties in the past should nerve us on to solve this, that and the other problem

which will be suggested in the course of your deliberations during the next few days. I speak of progress, therefore, not to boast of it but simply to show that a people which has progressed in the past will not be content to stand still, but that it will nerve itself on to further and still further endeavor and overcome such obstacles as from time to time present themselves. I have said that we had problems previously and we have them now. Why the difference between them? He who runs may read. We face to-day conditions which did not exist twenty years ago. Will I name some of these conditions rapidly? Who is there who knows this city twenty years ago and looks at it now who does not find himself face to face with absolutely new conditions—new processes and ideas of ventilation, of sewerage, of light, of transportation? Everything in connection with the city and its government has changed during the last twenty years. The telephone worked a change, the cablegram worked a change, cheaper postal rates worked a change, free libraries by the score when we had them only singly a few years ago, art galleries and other educational forces of various kinds are at work now, and none of them scarcely were at work, or if so, only in their infancy twenty or twenty-five years ago. We have new conditions facing us, and our problems grow out of these new conditions. Now, what are some of the problems to-day, and to which we must, if we are true to our duty, address ourselves? Reference was made to-night to one or two things as to which I had in my mind to speak. Let me speak of four or five things as to which we are agreed, and as to which I think we can make progress and must make progress in the near future. My first subject, and I think it is a most important one, is this: That our educational aims must be more practical in the future than they have been in the past. By that, Mr. Chairman, I mean that, as some writer puts it, the educational chasm between the school-room and actual life must be bridged. Ninety-nine out of a hundred of our boys and girls must expect a mere bread and butter existence; they must expect incessantly to strive and to work. That task evidently is before them while they live. That being so, the educational aim should be to give to these ninety-nine in school such equipment as will lessen their life struggle when they leave school; so that we must first address ourselves to the question of making our education more practical than it now is. Is this problem confined to Ontario? Now, I am quietly saying something to the critics all the time. Is that problem of making educational aims

more practical addressed only to the people of Ontario? or have other countries been thinking about it? Why, sir, as you know, the two sub-heads, if I may so call them, in connection with practical education, namely, technical education as it is called, and manual instruction, have been engaging the attention of the older countries for a good many years past. They have long since recognized the problem to which I am briefly addressing myself; they have recognized its importance; and they are doing their best to solve it. There are those who have been croaking the last few years and have been even publishing the statement that England's commercial greatness was on the wane; and what reason did they give? The reason given was that the education imparted in Germany was more practical than that in England, and that even in the manufacturing line of business the Germans were outstripping the English. At any rate, the people of England, as they have always done, have proved equal to the occasion, and have been addressing themselves most vigorously to this question of practical, and I may call it technical, education. But is England's commercial greatness on the wane? Let me answer it just by one single statement. England, sir, is the creditor nation of the world. England, recently, as you know, asked for a war loan of thirty-five millions of pounds—a tremendously large sum; I am speaking of events which occurred only a few days ago. England invited subscriptions for that large loan. What answer was given to England's invitation? Not the acceptance of thirty-five millions of pounds, but her invitation was accepted to the extent of three hundred and thirty-five millions of pounds. That was the answer given by the nations of the world to the statement that England's commercial greatness was on the wane. Mr. Chairman, we are proud to know that England will emerge from the cloud that now hovers over it stronger physically, materially and morally than at any other period in her history. And may we not be proud to say that this little Canada which is our home, will contribute—nay, has contributed somewhat to that grand result? It is customary, Mr. Chairman, at the beginning or end of a century to take stock. Whether this is the beginning or end of the century is a question I refer to the Mathematical Section. When they solve that question I will state just what I mean; but it does not matter much which it is for the sake of my argument. We take stock at the beginning of cycles, and at the end of cycles. Now, if we are to take stock as to the last century, or the century which has just

begun, whichever it may be, what would be the result educationally? What about ourselves? What about the status of the teacher? Middle-aged men in this room will remember Lord Macaulay's ringing words about the status of some teachers in his time. I need not refer to what Lord Macaulay said, but no historian of to-day will describe the teachers of to-day in the words used by Lord Macaulay—and Lord Macaulay lived in the lifetime of many within this room; so that the status and the prestige of the teacher in the past century have been increased immeasurably, and that means the advancement and betterment of the welfare and youth of the land. I would not wish to go back that far. I would rather confine myself to the Queen's reign, beginning at 1837; and if you were asked to single out six or eight great events, and to decide what led to these great results, the answer would be, the work of the school-teacher, the work of the school-masters. Some of these events, for example, were these. The children in the mines of England, the children in the mills of England, when the Queen began to reign, what about their condition? Historians describe to us their worn and wan and haggard faces. No one of them knew what the school-house was, or ever crossed its doors. They were absolutely uneducated. What about the Queen's children to-day? Whether in the mine or in the mill, or in the slums, everywhere they are looked after, they are cared for, they are compelled to go to school; the work of the school-master reaches out, and no longer do we see the wan and haggard faces of the young throughout the Queen's dominions. Take another item; take the profession of nursing—a matter of education. There was no such profession when the Queen began to reign. And what is there which has done more to relieve humanity in the lifetime of those in front of me than the services rendered the sick in the hospital by the educated nurses? Think over that matter for a moment. It simply means a revolution accomplished by the work of the school-master, by the pen of the agitator, and by the work of education generally. And then if we were to take the educational work of science, of invention, of discovery, and think what has been accomplished by one invention—the sewing machine, for example—how it has lightened the hours of toil of thousands, nay of millions of women in the world, and that, too, attributable to a discovery of science, a matter of education, and a portion of the work of the school-master. But I wish to name before I close some

other items as to which I think good may be accomplished during the next few years. Before leaving the question of practical education, let me say that this very session we are placing in our estimates a sum of money for technical education—a particular sum to be given to the enterprising, progressive Collegiate Institute Board of the city of Kingston, and an invitation to other cities to share in a little money subvention provided they comply with the regulations of the Department. We have, therefore, made a commencement in this matter of technical education. I need not weary you by showing you that technical education requires a good foundation, by way of good work done in the Public School, good work done in the High School. On the top of such work the structure of technical education should rest. What next? My next point is this—perhaps not in the order of importance; I think we must have, if we are to elevate the profession, and if their work is to be efficiently done as you all wish, we must have more attention paid to the professional side of our teachers. We have three Normal Schools at work to-day in this province, at their head three as capable men as preside over the fortunes of any Normal Schools on this continent: three Normal Schools doing excellent work. We have to-day, so Mr. Millar tells us, well-nigh 4,000 teachers in this province who have enjoyed more or less the advantages of Normal School education. The point I wished to address myself to was that of the County Model Schools. I hope to change them: I wish to change them. I will indicate the direction. I think we have too many of them. The statistics show that here and there last term there were schools of eight or ten scholars. That is a waste of money; it is a waste of the teacher's time. Let us have fewer of them, and let us also have a much longer Model School term. Why can we not have a term as long as the term of the School of Practical Science—six or seven or eight months—or a term as long as the term at the University? Even that would be a beginning. I would rather it were two years instead of one, but when it is only a matter of ten or twelve weeks I fear the results will continue to be inadequate. The third point I will speak of is that suggested to me partly by the remarks of Mr. Starr. It is not in our power directly to raise the salaries of the teachers. I wish the legislative wand by being waved could do that; but we are not living in days when wands are waved and when miracles are accomplished in these ways. Stern economic facts and principles rule and guide this world with crushing force,



and we must bow to economic laws and economic principles. I want to remind Mr. Starr that this province has spent by way of a superannuated teachers' fund since it was a province \$1,100,000 ; \$60,000 or \$70,000 a year, a payment subject to very gradual diminution. Eventually we will have no superannuated teachers' fund. We are about to do something this session—and I must give Mr. Starr and some of his friends credit for it—by way of passing a bill which will give the School Boards the power to grant a retiring allowance to any deserving old teacher by way of gratuity equal to a year's salary, or commute it for so much a year. Mr. Starr has with energy and force pointed out to us that there are teachers everywhere who should be able to look forward to some such fund as this. This little piece of legislation will, I hope, prove useful to the teaching profession. I hope that not a few School Boards will avail themselves of it. It will be general in its application. Every School Board may generously take advantage of it if it deems it wise to do so. The act is permissive. Another matter of importance to which even more feeling reference was made by my friend, Mr. Starr, was the matter of examinations, and I think, looking around the room, that he had many sympathisers in the audience. I think he was one of scores of us who at one time or another of our existence had good reason to dread this juggernaut of examinations. Now you will ask, what are your ideas? Have you fixed ideas on that subject? I certainly have, and I will give you the benefit of them without indicating at all the time within which they may reach fruition. I think, of course, that there must be examinations for entrance to professions, what we call matriculation examinations, and leaving examinations before the professional standing is given. There are some examinations which we must have, which we cannot dispense with. The important point is this: my point of variance is this: I think that we should in the conduct of these examinations allow an element to have force which now has but little force, and that is, the report of the teacher on the day by day work of the pupil. Now, who is there more capable of knowing the exact standing of the scholar than the teacher who has guided the work of that scholar day after day during a long term? My suggestion, therefore, is that in deciding the results of an examination the teacher's report of the day by day work of the scholar shall be assigned much more prominence in the future. To that extent I hope to see the rigor, so to speak, of the examination system as we now have it, some-

what mitigated. One or two other points as to changes which may occur in the near future. Reference was made, very properly, too, to the age limit at which teachers would begin their life's work. I am fully of the opinion that this limit must be raised almost immediately at least one year. It would not be fair, of course, to have it come into force at once, but by allowing, say, a year of an interim before which it shall come into force, I think it would be safe in the interests of the scholars and of the teachers alike to make a change such as that which I suggest. We are all proud of the rapidity with which our young boys and girls can comply with examinations of increased rigor and difficulty. They seem to be able to adapt themselves to examinations no matter how severe we make them. That is only one feature. We must not have immature teachers. It is not good for the teachers, and it is not good for the scholars, and therefore I hope to see this age limit increased somewhat in the near future. Now, a closing word or two and then I am done, and I hope I have not wearied you. During this session one or two other little changes have been made. I may as well indicate them to you. When we have done our work municipal councils will be permitted, not compelled, to give grants of moneys to all colleges and universities, or to any one of them they like. Not only that, but also to literary, scientific and historical societies. If the people then will educate their representatives in the local councils up to the wisdom of giving a grant of money to this or that literary or historical society, or to this or that college or university, be it Victoria or Knox or Trinity or Queen's, no matter which it may be, we make it permissible for the municipality to do it, and we also make it permissible that they may issue debentures and extend their payments over a term of years, thus making the money payment bear very lightly on the ratepayer unless the sum be very large during any one year. Just a word now about our profession again, and I am closed. Mr. Starr referred feelingly to the fact that your salaries are not so tremendous as to worry you over how to make investments of your money. He spoke feelingly on that point, and we all feel just as Mr. Starr expressed himself. That matter I hope will right itself in the near future. I obtained statistics recently, and I learned this fact—not much satisfaction in learning it—that in the United States with its fifty or sixty millions of fairly intelligent people, as people go in this world, the average salary of the minister of that important church, the Methodist Church, was

lower than the average salary of a male teacher in the Province of Ontario. Now, that is not a very gratifying announcement; it is not very creditable to our neighbors, but it shows that a great work in an educational way is to be done in order that teachers may be properly compensated for the high work they do. But the teacher's work, need I add, has compensations. He or she may labor under that distinctly marked grievance, that unfairness, that inequality of wage. That may be true, but there are compensations. You all remember the old couplet taken from one of the old poets:

"Delightful task, to rear the tender thought  
And teach the young idea how to shoot"—

a hackneyed expression, and yet as Mr. Starr has said, those who are in their profession for the love of it and to make a success of it appreciate feelingly those old lines so often quoted. And then again, sir, I am reminded of another sentence of James Russell Lowell, who in one of his delightful essays uses these words: "The riches of scholarship and the benignities of learning defy fortune and outlive calamity." Those teachers who honestly address themselves to their important work, and who succeed in instilling into the minds of those placed under them the love of books, the love of learning, will experience that truth, and they will be placing within the reach of their students, "The riches of learning, the benignities of scholarship," and their students through all their days, whatever their lot may be, will be able "to defy fortune and outlive calamity."

*SPEECH OF HON. R. HARCOURT AT THE UNIVERSITY  
ALUMNI DINNER, JUNE 12th, 1900.*

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The Chancellor, Sir Wm. Meredith, in the chair. In proposing the toast, "The Empire and its Defenders," the Hon. R. Harcourt said: I am greatly pleased to be present to-night, and to have the privilege of meeting so many of my fellow-graduates. And this pleasure is measurably increased by the fact that some of those graduates are not of the sterner sex. I have never regretted, Mr. Chairman, being one of the first, if not the very first, from my seat in the Legislature, to demand for our girls identically the same university privileges which their brothers had long enjoyed. There was, as you know, a sharp difference of opinion on the subject then. There is but little, if any, now, and he would be a brave man indeed to-night, in this room, in the presence of the fair graduates I see around me, to even whisper a contrary opinion. At any rate, Mr. Chairman, I speak authoritatively for the class of 1870—and a few of us, I am glad to know, are here to-night—when I say to our sister graduates who are present, that we extend to them a right hearty welcome, that we envy the graduates of recent years, and that we ourselves greatly regret that we graduated so long ago. I hope the graduates of to-day fully appreciate their exceptional advantages and privileges in this regard. It was argued amongst other things, when we asked for their admission to the University on equal terms with their brothers, that they would not attend if the privilege were accorded to them, and that if they did attend they would not be equal to its severe curriculum. Experience, I am glad to say, has abundantly refuted both of these arguments. Our girl graduates will remain with us. May their numbers increase.

I congratulate you, Mr. Chairman, on your election to the high position to which you have been recently promoted. Many honors

have deservedly fallen to your lot, none greater than that of the Chancellorship of our great University. And I congratulate as well my fellow-graduates in having elected to this important office one so well adapted as yourself to maintain its high traditions. And I would be very wanting, Mr. Chairman, in my duty, were I not, speaking officially here to-night, to place on record my sense—and I feel that every one in this room fully shares it—of the deep debt of gratitude our University owes to the late Chancellor, our gifted fellow-graduate, the Hon. Edward Blake. We can never afford to forget or overlook his distinguished services. Time, money, talent, all that he had to give, he generously gave his *Alma Mater*. If its every son and daughter were as loyal to the University as Mr. Blake has been, it certainly would nothing lack. We pay you, Sir William, no small compliment when we express our confident belief that you will worthily fill a position so long graced by Mr. Blake.

We congratulate and welcome, too, our newly elected Vice-Chancellor and fellow-graduate, Mr. Justice Moss. We know he will discharge with his customary thoroughness, zeal and ability, the onerous duties appertaining to his high office. His predecessor, Mr. Mulock, had always at heart the good of the University, and we all regret that his public duties compelled him to vacate the office.

It is now my pleasing duty to propose a toast, which I know will be most heartily received. It has always been so received; but for manifest reasons you will, I know, drink to it to-night with redoubled enthusiasm. My toast is

#### “THE EMPIRE AND ITS DEFENDERS”

—the greatest Empire the world has ever known, now triumphantly emerging from momentary cloud and gloom, to enjoy again, let us hope for a long period, her wonted sunshine and serenity—a great Empire in every sense, covering an immense area. Our beloved Queen this day rules over one-third of the entire earth. During the last century the Queen's dominions increased from 2,012,182 miles to 12,596,608 miles. In 1800 Great Britain held in Canada and Newfoundland 515,950 miles; in 1900, in British North America, 3,618,650 miles. In 1800 the population of the British Empire was 31,417,000; in 1900 the population of the British Empire is 414,410,000. The matter of territory would

count for little were it not for the other all-important fact that every portion of her broad dominions enjoys to the fullest extent, and evenly with every other portion, those forms of government and methods of administration which have long been the envy and admiration of the other nations of the world.

England has best solved the problem of just government. British history is a long struggle for what is just and right, and in no chapter of her history is that fact made more apparent than in the one just about to be closed—that written in scarlet letters on the battlefields of South Africa. The growth and security of the liberty of the individual, the possession by all of an equality of rights, this is England's magnificent contribution to the problem of just government. That she has thus far best solved this problem is shown by the fact that the most progressive nations the world over have practically adopted her forms of government, her methods of administration. That which she so happily accomplished in the case of Egypt in recent years, as to its finances and as to the condition of the people, will be repeated in South Africa. But, Mr. Chairman, my toast reminds us not only of the greatness of the Empire to which we are proud to belong, it also refers to its defenders. All through history the valor and heroism of British troops have been matters of special comment. Lord Macaulay, in words that burn, speaks of the undaunted bravery of her soldiers in the days of Wellington, and to-day Kipling sings in like strains of the defenders of the Empire at the present moment. In the days of Wellington the defenders of the Empire, those who bore the brunt of the fight, belonged almost solely to what we call the Motherland.

In her gigantic struggle of to-day, for the first time in her history, marching side by side with her own regular regiments, we have seen regiments from the colonies—from Canada and Australia—volunteers travelling thousands of miles to risk their lives for Queen and Empire, truly a most memorable historical incident, striking and unique, illustrating as nothing else could the unity and solidarity of our world-wide Empire. From each corner of the Empire, when the war-note first sounded, spontaneously the earnest cry came, "We insist on sharing the common burden in repelling the common foe." The tributes which have reached us almost daily to the valor of our troops tend further and further to strengthen the ties that bind us to the Empire. Round the same camp-fires in South Africa for some months past

have been intermingled the old refrains of "Rule Britannia" and the "Maple Leaf Forever," and as a tribute to the never-failing valor of the Irish regiments, their colors—the green and the gold—have been worn more generally than ever before the whole Empire over. Whatever our nationality we all said :

"We'll wear the little Shamrock  
At the order of the Queen,  
And mingle "Rule Britannia"  
With the "Wearing of the Green."

The present struggle has witnessed countless acts of heroism and valor. The deeds done in and about Ladysmith and Mafeking will live forever.

We may well honor our Queen and be proud of Her Empire. Truly it has been said of her, "The Empire is stronger for her reign, and mankind the better for her life." I ask my fellow-graduates, three hundred of them, to drink heartily to-night to the toast of "The Empire and its Defenders."

The toast was responded to by Sir Charles Tupper, Col. Smythe, of Kingston, and Col. Ponton, of Belleville.

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