

supply, on the whole, is pure and simple, and yet too much care cannot be exercised as to proper inspection in this direction.

Another point of most importance is the study of *the influence* the present system of education is producing on the germinal intellectual power which must in time guide and direct the best interests of our Dominion. The great effort at present is towards a species of hot-house culture, as far as education is concerned. The multiplication of subjects, even with pliant and undeveloped child-like brains, in the very formative process, becomes a serious problem, and one which cannot be too carefully studied out and directed accordingly. Each thought, each mental evolution is the production of a chemical change in the elements of brain tissue, and thus the successive flashings along the line of continuous mental strain have a powerful effect, not alone on brain structure, but the general systemic powers as well. How is education to be accomplished without brain strain, is a cogent question, and one which will very naturally be asked. Ordinary brain effort is one line of action, but over-strain and excessive brain work is quite another. How frequently is it the case that the highest indications of brain activity in the child by over-strain, and without the parents being aware of the fact, become clouded for the duty of after life. The same result is frequently observed with honour men in university life, although there are exceptions, where inherent physical power, guards the balance and thus upholds the system.

These are points to which I desire to direct the attention of our young graduates, who may have an opportunity of quiet study and patient investigation, while seeking a practice which will grow gradually and surely as public confidence is gained, on these lines of observation.

In conclusion let me say, you have enjoyed the able services of Professor Williamson, who for over forty years has been connected with Queen's University. He has made a most honourable record, and the influence he has exercised in the development of germinal intellectual power has greatly redounded to the credit of Queen's University. What more honourable calling in life can there be than that of a teacher? This University is