Thanks, largely, to the ability and energy of the Hon. Mr. Ross, the school system of Ontario approaches very nearly to perfection in this respect, and I am sanguine enough to hope that the people of British Columbia will recognize the great advantages which accrue from such a system, and that, although it must of necessity cost money, still it is the truest economy in the end, because the greatest results are obtained for the money which is expended.

The great reproach which is east upon the educational system of the present age is that it tends to over-educate the children, and to render many of them unfit for the avocations into which they have been born, and that they fail to recognize the dignity of labour, whether it be that of the hand or of the head. If such were really to be the result of advanced free education, why, it would be better to abolish it altogether. But it is not so; experience has shown that such a result arises from the faults of the system, and not necessarily as a sequence to the cultivation of the mind.

You, in Ontario, with your admirably organized kindergartens, technical schools, and schools of practical science, have shown conclusively that properly organized advanced free education can turn ont highly practical men and women. Indeed, it is being generally acknowledged all the world over that technical education tends to strengthen the brain, and gives to it greater power for understanding theory and adapting it to practice.

But no matter what curriculum may be devised, it must prove abortive unless it is administered by instructors who possess a special training and adaptability for the important task which is committed to their charge. Ontario has recognized the paramount importance of a special training for teachers, by the establishment of your admirable Normal Schools, which compare favourably with the best of similar establishments in other parts of the world; but as to me that a large portion of the training of a teacher should be devoted to cial study of the brain and nervous system, and I use the term brain in this case in the common acceptation of the term as indicating the seat of intelligence. Taking it in that sense, the teachers of our public schools, so soon as they step upon the very threshold of their labours, find themselves confronted with a whole congeries of mysteries-a multitude of brains; all of them in a state of growth; each of them differing from the other; all of them sensitive to the lightest touch; each of them capable of being moulded-like a piece of potter's clay-into either an attractive or a repulsive form; and all of them requiring the greatest skill and judgment in the marshalling of their varying eccentricities.

Truly, it is no light task, and it is one which ought to be approached with the greatest gravity and sense of responsibility. The brain is such a mystery that it is difficult to define when its powers commenced or when they will end. It is a part of the evolution of life; of that life which science has taught us is common to the animal and vegetable kingdom, and which has been reduced in its visible form to the protoplasm or first germ, out of which the multitude of living things has sprung and is springing, ever moving onwards towards some mysterious end which is beyond our ken. It has merely been revealed to us so far that this being which we call life, the change from inorganie into organic matter, commences in every case with the protoplasm or first germ, and then spreads by innumerable channels away and away into higher and ever higher existences, until, with infinity of time, it shall touch the very hem of the garment of the Almighty.