

forces which ever tend to produce similar results. By applying this to matter, or seeking them in a uniformity of action, we enter upon the realm of natural philosophy in its various phases. To investigate the changes which this earth has undergone and the order in which they have occurred will constitute the work of a geologist. To scan the heavens and trace the connection of sun, moon, planets and stars will be the office of the astronomer. To analyse and combine the different elements contained in matter is the province of the chemist. In doing this the truth is demonstrated that physical laws ever tend towards the same results and are permanent as regards the action of matter on matter. Thus the most solid foundation is laid for the superstructure which is built by natural philosophers.

The ethics of the organic laws lead to or urge the true method to ascertain the forms and growth of *plants*, their properties, the conditions under which they thrive. The elements contained in the soil, those which enter into their composition—the heat, the cold and the moisture which conduce to their benefit. In this field of observation the botanist becomes the man of science, and the farmer will profit according to his knowledge. I know of no class of persons who should benefit by knowledge in this and general subjects more than those who till the soil. In the study of the functions of the organs in the animal economy, and their inter-relationship, the physiologist arrives at his knowledge, whilst the observation of what interferes with their healthy play or adds to their freedom of action falls more especially to the lot of the physician and the hygienist.

WHEN WE ASCEND

to the realm of intellect the forms become more subtle, and the ethics or right action of the laws of the mind require a more profound analysis. The science of teaching is still in its infancy. The methods of individuals are prevalent; no general law to form the rules best adapted to train the intellectual powers, no consensus upon the proportion which memory should occupy—no decided agreement even upon the use of the classics as a study. In fact, confusion rather than order prevails. In our province method has been recognized and one step has been taken by requiring the teachers of our schools to learn in a head *training school* how to impart knowledge and what to impart. In the government of