

where, things that are hoary with age, and venerable with years, fail to command the respect once accorded to them. It seems as if the decks are being cleared for action, and that we are entering upon another and more important phase of that great struggle, the struggle between right and wrong, between intelligence and ignorance. Apparently the command has been given to close up the ranks, and prepare for action. Even among the most highly civilized nations, there are great problems to be solved, problems of civil government, of the relation that capital and labor should bear to each other, as well as those that bear specially upon the renovation of society in many of its most important features.

And while I would not for one moment under-estimate, or seek in any way to depreciate the value of the other agencies engaged in upbuilding society, and elevating the great masses of mankind, yet I feel that in this work as in the solution of the great problem referred to, the schools of the future are to play a very important part. The sphere of their influence is steadily enlarging, but not to the extent it should be, nor with the force they can and shall command. Our present school system, though practically less than half a century old, has brought our own fair Province well to the front among the nations, and has given us a world wide reputation. And now that the pulsations of a national life are beginning to throb through the arteries of our young country, the need of trained and cultivated intellect, of high aspiration and noble endeavour must be apparent to every thoughtful person. Nor should these advantages be limited to the few who may enter the learned professions; they must permeate the whole of society, for to quote the words of the late John Bright:—"Palaces, baronial castles, great halls, stately mansions, do not make a nation; the nation in every country dwells in the cottage."

And how are these things to be obtained? and in what way shall we reach the nation that dwells in the cottage? Evidently the schools must become an important factor, for they can be so located as to reach the people, and become centres from which much good shall emanate, while the teachers shall become trustworthy agents in this great and noble work. I have unbounded faith in the work done in the school-room, and the utmost confidence in the integrity and unselfish devotion of the teaching profession. One of the greatest and most important interests of this country, the education of the young is now confided to their care, and they are proving themselves worthy of this great trust. Politicians will of necessity work for party advantage, and in their anxiety to score a party victory may even sacrifice some of the dearest and most cherished interests of our country.

But no such temptation beset the pathway of the teacher. Dealing as he does with the intellectual and moral natures of those who are to shape the future destinies of this land, he eschews the schemes and devices of the political partisan, and seeks to unfold