

in the process of education, and now it is becoming more and more widely admitted that there is a step still further back in the development of the intellect which is of the greatest importance, one which I believe will yet be regarded as the corner stone of all systems of education. The Kindergarten system, utilizing and directing the spontaneous activity of childhood, guides and leads the development of the faculties, teaches the child to see, to reproduce and invent, and brings him to the threshold of his actual studies with intellect quickened and strengthened, and prepared to receive and assimilate mental food with great ease and more lasting effect.

To prepare a system of education capable of meeting all the demands of our time, and free from all reasonable grounds of criticism is indeed, a great, and perhaps an impossible task, but it is truly an encouraging feature that the need is realized and that the efforts of some of our best men are being constantly devoted to the end in view, and it is not to be doubted that the standard of excellence is advancing and the measure of success augmenting. He who will be wise enough to devise and fortunate enough to inaugurate a system of public instruction which will bring within the reach of every child of the state a thorough and efficient course of instruction from the Kindergarten to the highest preparatory grade, will be richly entitled to say of his work, *Exegi monumentum aere perennius*. The ideal has not been reached in any country. Our own system of public instruction for many reasons is not equal to it. Nevertheless our system is an excellent one and is being constantly improved, while the character and standing of our teaching force is steadily advancing. I believe that never have the teachers of this province been so keenly alive to the demands of the time, and so anxious and painstaking in striving to meet those demands, as at present. They are fully aware of the necessity of adopting and using the best and most modern methods, and they labor with no thought of their own time and strength to put those methods into successful operation. They recognize the fact that the best system is powerless without a body of trained teachers to put it into practice. Normal training is being more widely considered of vital importance, and the time will no doubt soon come when no teacher can expect without it to obtain a position. Even now a movement is contemplated which will make it possible to extend more widely the benefit of such training, and much good may be expected from its inauguration. Certain it is that any movement which tends to the attainment of greater efficiency in the conduct of schools will always receive the