ments of technology. That would perhaps meet the wants of the majority of the students whom we would attract. Farmers' sons would perhaps for the most part be able to spend but a short time at the College. Miners might wish to be educated for subordinate positions only. Manufacturers might wish but a few courses of lectures. If we did restrict ourselves to the elements, we could reduce the number of Professors. For each would be able to take a larger number of subjects. I have no means of knowing what class of students such a College would draw. But even if the large majority were men wishing only a partial training, there would nevertheless undoubtedly be some demand for complete training. For we now import civil, mechanical, and mining engineers, architects and manufacturers; and our young men are to be found at Guelph and at various engineering schools. Even if the demand were at first small, it would be well for many reasons to supply it First -The services of home educated men can be secured usually at less expense than those of imported men, while their knowledge of the country and its customs will in general make them better business managers. The supply of such men would therefore give a considerable impetus to the development of our resources. Secondly--The restriction of our College to elementary work would not reduce to any very great extent the necessary staff. In a technical college especially, the teaching of even elements must be up to date, exact and thorough; and the power to teach elements well requires a knowledge of the deeper parts of a subject. Hence it would be a mistake to give a Professor a large number of subjects. We would Thirdly-If risk the efficiency of even his elementary teaching. our Professors had a large number of subjects to lecture on their whole time would be taken up with preparation, and the Province would lose one great advantage of possessing a staff of technical teachers, viz., their original work. Our Professor of Agriculture might be expected, for example, not only to teach his subject, but to study the application of its principles to Nova Scotian conditions as well. It would be his duty to conduct experiments on agricultural problems, and thus to advance the science in a way that would be directly beneficial to our farming. A vast amount of work of this kind has been done by Agricultural Professors in Europe and America. They are very often supplied by their Colleges or by Government with special farms for conducting experiments. In 1857 there were in Europe 11 such experimental stations. In 1877 In the United States there are experimental there were 80. stations in connection with almost all the Agricultural Collegesand Connecticut and North Carolina have State Stations. Ontario has one at Guelph. Much of the knowledge which is thus gained is of general value; a great deal is only of local importance, but in the locality of the greatest importance. Such work as this might beexpected not only from the Professor of Agriculture, but from others

ť

Ŧ