purely technical Universities, Britain has not one. It has resulted from the anxions enquiries into this matter that strong efforts are being made to supply deficiencies in British education now so thoroughly exposed.

How is it in this country? The comparison between it and England is often made, and good grounds exist for thinking them similar in some respects. They are both rich in mineral resources, and if the older country has owed her superiority to this privilege rather than to skilful application of scientific knowledge, it is certainly so here. Why should it be so. Why should not this province have, if not its own School of Mines, its Institute of Practical Science. It has been proposed to carry on various native manufactures and many of a chemical n-ture might be prosecuted with advantage. There is however, no sufficient diffusion of scientific ideas to make any such projects popular. And yet what riches wait to be gathered from the application of scientific knowledge; and well used riches mean the general well-being, the advancement, the elevation of a people. Though we have long reased to wonder at the gifts continually poured forth in all directions from the open, havish hand of science, we cannot lose our interest in them. Our interest increases, of course, the nearer especial benefit course to ourselves, and one of the latest discoveries in chemistry may possibly enrich owners of coal, in this Province. I alluded just now to the amazing variety of colors obtained from coal tar and their great money value. Yet mother material has just been produced from coal tar which promises to be at least equally valuable with any heretofore obtained. Germany-the land of scientific educatiouhas the honor of this triumph. Two chemists have produced artificially from coal tar the colouring substance of madder, which has been used as a dye from time immemorial, and is employed in enormous quantities. The discovery is obviously of the greatest possible value. This is evident when we see that the total annual growth of madder is worth \$10,750,000. England uses about half this madder, so that a sum of not less than \$5,000,000 is paid there for foreign madder every year : this will now go, in part at least, to the people of the country as they can thru their own coul into madder. If England can do this, why not Nova Scotia with her unlimited supples of bituminous coal.

It must always be a matter of becoming pride to the Governors of this institution, the oldest Frotestant University in the British Colonial Empire, that it was here the sciences in question were first taught in this province. Desirous that the institution entrusted to them should be equal to the demands of the times, they have for 16 years had various branches of Chemistry and Natural History included in the course of instruction open to students. The example has been followed in all the younger Provincial educational establishments, and even in the common schools a very good little treatise on Chemistry is occasionally used. So far well for a beginning, but, if what I have said truly represents a rather general feeling on the subject, it is clear that much more must be done before scientific education is placed on a proper tooting, and the returus it would so certainly make if it were done justice to can be expected.

As regards our own course our governors must be delighted that it has become the rule, rather than the exception, for branches of Chemistry and Natural History to be given in for degrees. As they are always careful to ap-