

Such a school might be made of great practical value to the State in different ways; for example, there are thousands of steam engines and many of them with boilers of great size, used in closely populated towns or connected with manufactories employing large numbers of workmen. We are all too familiar with boiler explosions.

What security has the public that the men in charge of these engines know anything of the construction of the engine or the causes of these unexpected things which happen just about the time of an explosion? Instructions in the principles of the engine and as to how accidents may result from mismanagement would be of great value to the engineers. If there were schools where such instruction could be given, a system of licensing qualified engineers could be adopted to the greater safety of the public, both as to their lives and their property.

Once established the pupils would come, not from the homes of farmers and mechanics alone, but by a natural selection of occupation from the commercial and professional classes also. Men who would otherwise be third-rate professional men, unsuccessful, disheartened and a nuisance to the public, would become active, skilful and successful producers of wealth. There is surely no such want of professional men or teachers as to render it necessary that all of the High schools of the country should be worked to their fullest capacity to turn out candidates for the University.

The attempt could safely be made to convert one-third or one-fourth of the classical schools into practical science schools on the lines above indicated.

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