

for their possession. To accomplish the work that such a course would imply, I would suggest the lengthening of the daily sessions, making from 9 to 1 the general literary training, and from 2 to 5 the manual and industrial work, twice a week. Thus would I lay the foundation that could further be built upon by higher institutions, such as the technical schools proper and our admirable School of Practical Science. I would have these higher technical schools in various sections of the Province, and as a beginning would institute the teaching of special subjects in different days in each, thus making it possible for the same professor to teach the same subjects in the different schools. This is the system of the Germans in the employment of scientific experts in their department of agricultural technology, which has produced wonderful results, but there is another side to our educational problem to which scarcely any attention has been paid in Canada. I refer to domestic science. We have done much to educate our girls in ones that bring their services into direct competition with those of the male population, but really nothing to teach them how to dignify the work of the home. Indeed, the girls of the average household too often regard ignorance of housework as a badge of good social standing. This is true, not only of the wealthier but also of those not even well to do, and the insane desire for cheap notoriety is proven by the fondness for notices in the so-called society columns of our newspapers. Why is this so? In my opinion, it is because our schools are neglecting the teaching of sound and wholesome conditions in which the happiness of life consists. In the education of every girl provision should be made for her proficiency in household duties. And in this I have found no such complete provision anywhere as in the British school system. I heard it remarked not long since by a prominent educationalist "that the belief in this country is too common, that the short road to industrial prosperity lies through the adoption of an extensive system of elementary technical training." I would much regret if this were really true. I have not myself heard such an idea advanced. I do not think any one whose opinion could be valued would expect technical education to turn out in every instance a brilliant graduate, or to be reproached for not doing so, any more than to look for overpowering ability in every classical graduate. No system of education can remedy a deficiency of brains in any student, and failure to do so cannot be held an evidence of weakness in the system. It is not the adoption of a system but the zeal with which the students pursue their course, assisted by the brilliancy of their intellectual powers that ensures success.

The system of instruction in our Agricultural and Dairy Schools, and the success of their efforts to improve our dairy products is the most striking tribute to the value of technical education. Every Canadian country merchant can testify by sad experience what losses were occasioned by buying butter from promiscuous