knowledge of Chemistry and Experimental Mechanics. I understand, also, that in the old days of King's College, Toronto, Science formed part of the entrance programme. Why it was subsequently omitted I am unable to say, but it may possibly have been owing to the difficulty experienced in those days of securing an adequate supply of skilled teachers. No one, I imagine, would be disposed to raise this objection now, and the question seems to be whether the time has not come when Science may safely be restored, with the reasonable expectation of having useful work done in that department. I had a short conversation with Professor Ramsay Wright a few days ago, in reference to this matter. The value of his opinion will not be disputed, and it may assist us in coming to a decision to know that he thinks it desirable and practicable to lay a good foundation in the High Schools for the study of Science. The vast improvement in the standing and efficiency of the High Schools is a very important element in this discussion. Not very long ago a great many of these schools were largely occupied in doing work which properly belonged to the Public Schools. This condition of things is now exceptional. The university class-lists are the best evidence of the upward strides of the last few years; but, whilst the candidates for matriculation are now much more numerous and better equipped than formerly, we are still obliged to confess that Science is almost wholly neglected, and neglected most of all by pupils who are looking forward to a university course. What is the consequence? In Classics, Mathematics, Modern Languages, everything but Science, the student has received such a preparation that he is enabled at once, on entering the university, to pursue with advantage a higher course in these departments. Of the merest elements of Science, however, he knows nothing. Here he must begin *ab initio*.

But it may be urged that the department of Science stands upon a somewhat different footing as compared with other departments; that whilst it is desirable, nay essential, that the student of Classics or Mathematics should be "caught young," the commencement of the study of Science should be postponed until a somewhat later stage of mental development shall have been reached; that, in short, it is better to leave the whole work of science-teaching to the university professor. Such an objection, however, is entirely contrary to experience. We have on record the testimony of the late Professor Henslow, of the University of Cambridge, whose custom it was to gather about him the children of his own neighbourhood and instruct them practically in Botany; and nothing can be more definite and conclusive than the words in which this testimony is given. Dr. Hooker, also, when examined before an English Parliamentary Commission on Education, as to the intellectual results of the early study of Botanical Science, gave his unhesitating approval of the methods adopted by Professor Henslow, and in the course of his evidence said: "In most medical schools the whole sum and substance of Botanical Science is crammed into a few weeks of lectures, and the men leave the class without having acquired an accurate knowledge of the merest elements of the Science." And without going beyond the limits of our own schools, I am confident that every master, who has had any experience at all in science-teaching, will sustain me when I say that there is no branch of study upon which children will enter with greater avidity than Science, if presented to them in an intelligent and reasonable way. I am very strongly of the opinion that as soon as a pupil is able to pass the