

Practical Science at Toronto, but no one pretends to say that these institutions afford anything like general facilities for the acquisition of an education in agriculture or technology. To say that a classical training in our High Schools, followed by a college course in Arts, is the best preparation for business or for agriculture is simply to talk nonsense. Experience has shown that in this country few university graduates go into business and fewer still into farming.

"The elementary rules of the farmer's art are the simplest, and the rude practices of it the easiest; yet between the worst agriculture and the best lie agricultural chemistry, the application of machinery, the laws of the economy of force, and the most curious problems of physiology." . . . "Until the forces of nature in this land are conquered to man's use, the study of science in its various branches is an indispensable necessity. History, poetry, music, logic, moral philosophy, classical literature, are excellent as ornament; but as they must, in the present stage of our country's development, occupy the leisure part of life, so they should occupy the leisure part of education."

There is no good reason why secondary schools specially designed to teach science and technology should not be successful. Until county Model Schools were established throughout Ontario and proved successful, it was supposed that no instruction in pedagogy could be had outside of the Toronto and Ottawa Normal Schools. And until schools for the teaching of science, technology, and commerce are in successful operation in every city; and, others for the teaching of agriculture in every district, there will always be cranks and croakers who will insist that no education worthy of the name can be had outside of the four walls of a university. The German professors have not yet settled the case of

Science vs. Classics. A higher court must pronounce the final decision.

Notwithstanding complaints that too many subjects were taught in our schools, the whip of public opinion has of later years compelled the addition of one modern subject after the other, until at present there are some twenty-five optional or obligatory ones on the High School programme. Add to this the fact that under existing regulations each school is expected to prepare for Matriculation in Arts, Law or Medicine, for at least three grades of teachers' certificates, for admission to the Military College, for the Civil Service examinations, and lastly for Agriculture, and we have a state of affairs that might well appal any headmaster, even an Arnold. Amidst this terrible jumble of subjects and aims—"confusion worse confounded"—two or three teachers, in each school, bravely struggle to carry out the Departmental regulations, and especially to prepare their pupils to run the gauntlet of the examinations—honestly if possible, but through them at any cost.

If our High Schools are to continue their present rate of development—a development largely due to the energy and ability of the senior High School Inspector—the principle of the division of labour must soon be applied in apportioning the work to be done by them. A "fixed course" of study for each of our 104 schools is unnatural, unreasonable and impracticable. As every district should have its Agricultural School, so every city should have, besides its Classical School, a Technical and Commercial one, in which young men who do not desire to take a university course could be trained in English Literature, Elementary Mathematics, Chemistry, Physics, Free Hand Mechanical and Architectural Drawing, Physiology, Shorthand, Telegraphy, Bookkeeping, and the Elements of Political Economy.