

better school subject because of the pleasure it affords the pupils. As regards mental exercise pure and simple, the Greek irregular verbs are not more beneficial nor perhaps less so than the bones of the skull. But in my opinion, although I admit I may be prejudiced, there is one important difference. If a man has learnt the bones of the skull he has acquired a solid foundation for the study of a large part of comparative anatomy, while a knowledge of the Greek verbs or rather the acquiring of this knowledge in the traditional way will probably serve to effectually deter the intelligent student from even learning to read Greek, much more from developing an ardent enthusiasm for Greek literature.

This is such an important matter that I do not wish my attitude to be misunderstood. In my opinion an ideal training for a scientific man would be to remain at school till he is, say, eighteen. At school he should gain a good knowledge of English, French, German and mathematics, and the time left over might be devoted to Greek and Latin. On leaving school he should devote himself exclusively to science, including mathematics. But suppose a boy is not going to devote himself to science—suppose he is going to be a clergyman, a lawyer, or a schoolmaster, *then*, I urge, he should have a sound training in elementary science at school, for he will in all probability never have either the desire or the opportunity after he leaves. I strongly deprecate the letting loose upon the world of any army of statesmen, clergymen, tradesmen and schoolmasters, who know nothing of natural science. Their influence on education is entirely bad. Such men have no idea of ultimate truth. If they want to learn anything they consult a book, and absorb the errors of voluminous authors whose information has been acquired in a similar way. The habit of reference to literature is common of course both to the "humanitarian" and the scientist, but in the former case the appeal is final while in the latter it is checked by reference to nature herself. Natural science brings her votaries in touch with the realities of life as no other study does.

In the Canadian universities it is not uncommon to find an Arts man, who has spent a certain amount of time over science. But the system in vogue in our own University, for example, by which an Arts student attends science lectures in his first year with no practical work, or worse still in his third or fourth year, is so bad that no one who has the interests of science at heart will seriously defend it. Our own curriculum has perhaps one worse feature. I