

young man should know, but it stopped there, and stopping there it resembled "My Grandfather's Clock"—it stopped short. To remedy the evil, an Agricultural School and Technological College have been established, where a great deal of the desirable kind of teaching is done, but how few comparatively of the young folk belonging to this Province can ever hope to avail themselves of these advantages. We want every country school in Ontario to be in some sort a physical science school, by means of which pupils may be imbued with such a love of nature in all its aspects that the city would present few charms in comparison, and we want the town and city schools to do their share towards inciting their young men to "go up and possess the land."

But there is another reason, also economic in its character, why we should devote more attention to the study of physical science. We live in a great country with a climate ranging from almost sub-tropical to purely arctic, and having within its boundaries some of the richest mineral deposits to be found anywhere in the whole world. We have coal and gold at both the eastern and western extremities, iron, copper, and lead at intervals everywhere, and various kinds of limestone (including marble and lithographic stone), besides roofing-slate, plumbago and large quantities of phosphates. Why should not every pupil be taught to recognize these and many more at sight, or by some simple chemical test when necessary? Would not such knowledge be at least as valuable as knowing the position of Kilimandjaro, Tobolsk, or Timbuctoo? We have an immense variety and quantity of timber, from the stately Douglas pine of British Columbia to the scraggy oak and stunted juniper of Labrador. Is there any reason at all why every Canadian boy and girl should not be able to distinguish our principal trees by name from a glance at the leaf, the bark, or the wood itself? Or is there any reason why they should not be able to tell where these trees grow?

Our permanent and migratory birds and insects also vary very much as we proceed in any direction; how much, or rather how little, is generally known regarding them? The same may be said of other creatures, and of our plants. The fact of the matter is, that for all practical purposes, so far as our knowledge of these things is concerned, most of us might just as well live in some other country altogether. We really don't know our neighbours, and what is worse, we are quite well satisfied not to know them. Not only so, but we are indoctrinating the youth of the country in such a manner that they shall not know any more than we do ourselves.

Now, one of the beauties of physical science is its progressive character. Its student never ceases learning. He can't sit down and say, "It is done." Onward and upward he must go in spite of himself. It is also experimental. Its disciple is therefore frequently thrown upon his own resources. When one method of unlocking a secret fails, he