tention, and the result is that too often the graduate and medallist in Science sinks out of sight altogether, or turns his energies in some new direction. Doubtless the effect of a scientific course, like that of any other, must make itself felt for good, whatever line of life a man pursues, but in our own profession there are inducements to students in every other department which have so far been wanting to the student of Science. The esteem in which science men are held by the guardians of our High Schools is very fairly indicated by the odd advertisements for masters which appear from time to time—such for instance, as those which call for the services of men who can teach Natural Science and Book-keeping—and the paltry salary offered in nearly every instance, as compared with that of their classical or mathematical colleagues, shows conclusively the relative importance attached to the subjects. It is, then, not to be wondered at that we have to mourn the loss of much good material which might be utilized if a fair degree of encouragement were given to Science-teaching in our elementary schools. It is not too much to say that up to the present science-teaching in the schools has been almost *nil*. It is true that certain candidates for Public School Teachers' certificates have been required to take a short course in Chemistry, but we have the testimony of the High School Inspectors as to the perfunctory manner in which that subject is too frequently taught, anything in the way of apparatus or experiment being regarded as merely an obstruction in the way of the rapid acquisition of sufficient facts to enable the student to pass his examination. And here I may say that, in the light of my own experience, I sympathize a good deal with the views of those who would object that the mere necessity of preparing for an examination would seriously interfere with the proper teaching of Science. Any master who has had to prepare candidates for teachers' certificates must have felt the embarrassment of being asked by the candidate, who wants above all things *to pass*, and whose time is usually far too limited for adequate preparation, whether this, that, or the other matter brought to his notice is likely to be asked about by the examiner. However, I believe the force of the objection would be reduced to a minimum in the case of candidates for matriculation, because the course in Science would be entered upon simultaneously with the courses in other departments, and ample time given to it. The hurry of preparation, which in the one case leads to vicious cramming, would in the other, if not entirely absent, at all events be very materially diminished.

The most effective measure, so far, in the direction of encouraging good work in science-teaching is, I believe, the regulation which requires every Collegiate Institute, as a condition of its existence, to be provided with proper appliances for teaching Chemistry, but I am convinced that an impetus, not to be imparted in any other way, would be given by assigning the scientific subjects a value in the examination for entrance to the universities. And the proposition to do this is not a novel one. We should only be doing what has already been done by colleges of the highest standing elsewhere. At Harvard the course for matriculation comprises certain obligatory or prescribed subjects, and certain others which are elective or optional. One group of elective subjects embraces Physics and Chemistry or Botany. Again, the University of London, as is well known, makes Chemistry a compulsory subject at matriculation; and, to mention but one other example, the Owens College, now Victoria University, Manchester, requires a