

abundantly in this country the means for instructing the youth who design to make agriculture and mechanics their future calling. It is not enough that men shall bring strong arms and willing hands to their work in the field, however necessary those are, but they ought if possible to have the advantages of a special training that would enable them to judge of causes and effects in the same way as a practical chemist, and to have such a knowledge of mechanics as to serve them in adapting all labour-saving contrivances to their peculiar necessities. Such knowledge would be of far more general advantage than that which the professional chemist exercises in his laboratory, or the ingenious constructor of an intricate piece of mechanism that might be useless for any purpose beyond proving the mechanic's ingenuity. All knowledge is power, but only in the sense of applying it to some useful purpose. Already the world possesses a superabundance of men whose heads are filled with abstract reasonings; whose minds are vast storehouses of knowledge, but they lack the ability to apply it to any useful purpose, and so it is of less value than the miser's gold, for it cannot even be used by those who come after them. To educate in such a way as to convey knowledge to the mind of certain fundamental principles and afford the means of practically illustrating their value is of the greatest importance. A great deal of attention is very properly paid to educating young men in schools of law and medicine, of theology and theoretic science, but in this utilitarian age we want schools especially devoted to instruction in the practical industries of life. In every progressive country in Europe for many years, and latterly in the United States, technical schools and colleges have been established, in recognition of the principle that every useful occupation of man is a specialty; that it involves in its exercise principles and practices peculiar to itself—which do not in the same degree belong to any other. In order, therefore, to have these things intimately understood so as to make them applicable to everyday life we must have more regard for technical education. We are aware that this matter has received considerable attention throughout the Dominion, but at the same time we fear that those who advocate schools and colleges of this kind are too generally looked upon as dreamers, whereas they are the only practical educationists. They are not content to let a man blunder on from the beginning until dear bought experience teaches him his errors, and shows him when his energies are spent that he might have done better had he known more at the beginning. They desire to give young men a fair start in the race, and to show from the beginning what should be avoided and what attended to as advantageous. It is a far too common error, and one which must soon explode, that only large farmers can afford to use scientific knowledge on their land. The fact is the very opposite. We do not want men to become experimentalists without well defined laws to guide them, but with a knowledge of these a farm of small dimensions may be made more valuable to its cultivator than one of ten times its extent without the requisite information. It is a small thing to know that cabbage was originally a sea plant, and that if attacked by caterpillars or slugs, salt will destroy the insects and promote the growth of the plants. But then the man who knows this ought to be taught that a dressing of salt will have a different effect on a crop of pease for instance; and so on from one kind of knowledge to another. A vast amount of information, wonderfully useful in practice, may be taught in the simplest form, and conveyed to the mind without in any way perplexing the memory with technicalities and long sounding names of Latin origin. The nature of things is what the youthful student ought to be taught, and

understanding that, one achievement made strictly in accordance with the laws of nature will start new thoughts to be followed by new successors until advancement and improvement will take the place of failure and disappointment. It has been said that the greatest happiness of the greatest number should be the end and aim of all social and political institutions, and that being so, it is clearly our duty as a nation designed by nature to occupy a place as important as our country is extensive, to place the means for acquiring really useful knowledge within the reach of our ever increasing population. Our present remarks have been chiefly directed to what is necessary for the training of agriculturists, believing that the cultivation of the land will receive the greatest amount of attention for many years to come. But we do not by any means forget that in all industries the same system should be adopted of imparting knowledge in such a form as to make it practically useful for every day life, and, therefore, we hope to see educational institutions of this character established generally throughout the Dominion, and conducted in such a way that attention shall be given to thoroughly grounding the pupils in the fundamental principles of nature's laws rather than aiming at great achievements in scientific knowledge. This being effected, thought will proceed on sound reasoning, and the result will be to the nation's advantage as well as to the individual prosperity of all who enter upon the great work which requires to be done.

—(Chronicle).

Boards of Examiners—Their Functions and Responsibilities.

The school teacher holds a position in society second neither to the clergyman or editor. He has to train the children of the present generation for fitly exercising the duties of the men and women of the next. He is first of all answerable to the children placed under his charge and to their parents, and he is responsible at the same time to society for the manner in which he discharges the all important duties entrusted to him. It is obvious, therefore, that unless he be well fitted to exercise the functions assigned to him, that our children will grow up but indifferent citizens; and Society, as a consequence, exacts of those who may certify to his competency for that office a rigid regard for truth, which involves the strictest impartiality on their part in granting such certificates. We are conscious of the existence of very lax notions among our Boards of Examiners in regard to their obligations, the fruit of which is seen in the numbers of very poor teachers at present engaged in imparting instruction in our public schools; and it is not to be wondered at that these Boards do not stand in the highest esteem with those who are best capable of understanding the duties which fall to those engaged in the work of teaching. While the responsibility of being an examiner of teachers is great, the position is one not to be envied, as those who may conscientiously discharge that duty know to their regret; but unpleasant as it is to reject an applicant, it is better to incur the odium of irate friends and the displeasure of the disappointed, than to flood the country with incompetent teachers; and there are some Boards that do not hesitate to accept the displeasure and odium resulting from a conscientious discharge of their duties.

Only those who have to perform that ungracious task can estimate correctly the difficulties of the position. In the case of young girls especially, it is in the last degree painful. They believe themselves competent—they have