

Next day, the world, as it sips its coffee, reads in the morning papers of Edison's last wonderful invention. With the occult powers of electricity at his back, the man of our day can laugh to scorn Ariel and the whole troupe of old-time fairies.

The majority of mankind deal mainly with matter rather than mind. Those who till the soil as farmers, and handle tools as mechanics, must always form the majority. Ought not their training to give them the most thorough knowledge possible of the things they are to work with, so that they may work intelligently? Knowledge is power only in so far as it can be used. Perhaps some strong supporter of the mental gymnastics theory would recommend us to train boys for blacksmiths by a course of dumb-bell and Indian clubs to harden their muscles. Other people would apprentice them to a blacksmith. As most men have chiefly to do with material things, is it not reasonable that their education should have some reference to matter and the forces that work upon it, *i.e.*, to the physical sciences?

It may be objected that not only is a preparation for life work to be looked to, but also some higher culture to give access to the pure and elevated pleasures of the intellect. Very true, but will it be thought that a familiarity with the intricacies of a Greek or Latin construction, and an acquaintance with the silly and often obscene fables of the old mythologies, which is about all most High School students get from their classics, is more elevating than a glimpse of the everlasting truths of God's work in Nature!

There are numberless other points which might here be treated of; such as the keen pleasure all boys feel in practical work in science. The introduction in a practical way of science into our schools would, to many, make

school life as attractive as it is now repulsive. Any one who has taught chemistry and allowed the students to make the experiments for themselves will testify to this. But to go into all the lines of thought naturally belonging to the subject would make this paper interminable.

We are justly proud of our system of education in Ontario, but the world is moving and if we would keep our rank, we must move too. Art must have more than a nominal place in our curriculum if we are not content to remain hopelessly behind our neighbours in New England. Science must take the position it deserves in our schools, or Germany, with her natural science and technical schools so lately introduced, will leave us far in the rear.

In regard to the physical things around us, most of us are going through the world with our eyes shut. If the school boys of the Dominion were trained, not merely to see, but to ponder intelligently on what they see, and to turn their natural curiosity to good account, how much more easily and profitably their work would go on, from taking advantage of the laws of nature rather than ignorantly flying in their face? What a list of discoveries and inventions, profitable and honourable to us as a nation would result from this attention to science during the next half century! And not only would material blessings flow from it, but a deep and innocent pleasure would be found in the wonders and beauties around us.

Science has done much in the past, who can say what she will do in the future? Let us be ready to do our part in raising man to his true position, that of an intelligent lord and master of the blind energies and elements with which the wisdom of his Maker has surrounded him.