bays, heights of mountains, lengths of rivers, etc., etc., which from time immemorial has prevailed, is to take a narrow view of the importance and range of geographical science. Surely it is a grave omission that physical geography has so indifferently distinctive a place assigned to it as a study on our school curriculum, and that no specific manual on the subject, beyond the scope of a primer, appears upon the list of our school text-books. The other matter of complaint—of indifference on the part of the General and Provincial Governments to the construction of comprehensive, authentic, and readily accessible maps of the country, is one that calls for immediate attention and remedy. Attached to the Crown Lands' Department, in the Provincial Government, and to the Department of the Interior, at Ottawa, is a large staff of draughtsmen and survey officers, and an extensive and costly machinery of surveying is maintained. But withal, it would be difficult for the public to get a decently useful and authentic map of the Dominion, or of the separate Provinces, upon which one could rely, as emanating from an official source, for either general use or for the construction of maps for Canadian school geographies. This hint may, perhaps, suffice for those responsible for the omission or neglect, and we may, ere long, see attention given to the matter which is of both national and educational importance.

We have but space, in the present article, to refer to one other class of school manuals—those on science subjects—which, happily, of recent years has had assigned to it that prominence among the implements of a liberal and practical education, which its importance deserves. The place assigned by the Minister of Education to the studies of which they treat, is a gratifying one to all who desire to see the acquisition of useful studies keep pace with the advancement of intellectual culture. The time is brief, at best, in which Canadian youth can acquire even the elements of book instruction, and it is peculiarly fitting that those studies which must be pre-eminently useful to them, in their after practical career, should be those which pertain to an industrial life. Carlyle has put it that it is an open question when a man is reading a book, whether he is, or is not, doing rather better than nothing at all. And in the priceless years devoted to school work, we should be careful, as wise guardians of the young, that the studies which occupy the attention of those intended for the every-day routine of mechanical or industrial work, are those which will be of practical service in the pursuits in which they are to engage. In the new educational era that has dawned for the mechanic and the artizan, no machinery of our Canadian schools can be of more service to the country's industries or more helpful to the immature bone and sinew of the nation, than that which will provide the means of technical training and art instruction to the classes whose future is to be connected with either manual toil or skilled handicraft. For such, the importance of associating physical science with primary education cannot be over-estimated, and the introduction, on the list of authorized school text-books, of the many admirable science primers which have recently been issued by the publishers, is at once a matter for congratulation and an augury of practical and useful results. The day is yet distant when Canada can afford to let æsthetics and dilettanteism take the place of the sterner studies which give to her youth the energy and skill which make for the material advancement of the country and the substantial success of her sons. In some respects,