

and his brother workmen have been doing it all their lives. I also have an impression that it would be of more use to the future mechanic, to teach him how to calculate the length of a brace or a rafter, or how to compute the quantity of brick, lumber, plaster, etc., required for a building, than it is to make him a proficient in finding the price of stocks, under certain very improbable conditions, when, in all likelihood, he will never own a dollar's worth of stocks of any kind.

A proper understanding and appreciation of the work of the Meteorological Office, also, would be of vast benefit to the Dominion; yet among the farmers, a class particularly interested, I doubt if ninety-nine out of every hundred do not plate Prof. Carpmal and Mr. Vennor side by side, as a pair of charlatans and humbugs. The elementary principles of Agriculture, the influence of forests on climate, a slight practical acquaintance with soils and rocks, might be made exceedingly interesting to nearly all classes of students. There is scarcely a High School in Ontario in which there are not boys who are destined to pass their lives behind a counter, and who are now busy accompanying Charon over the Styx, or looking after that famous "tenth legion," or lying with the other man "*sub tegmine fagi*," instead of finding out about the details of the manufacture of the goods they will be handling all their lives.

I suppose that most boys and girls have read—in the almanac—that they have such things as livers and kidneys, but where these organs are, or what they are for, is an unexplained mystery. Now I certainly think that it would be more advantageous to all concerned, except perhaps the patent medicine man, for boys and girls to know something about their bodily constitution, than

to be able to factor an intricate algebraic expression. As an evidence that I am not alone in this way of thinking, I would point to the address of Mr. Mills to the Grangers a few days ago, and also to the draft plan of studies he submitted for their approval. This I trust will lead to good results, one of them being to induce the Grangers to cease to trifle with things which they do not understand, more especially the school laws and the Minister of Education.

I have referred to what I believe to be a few of the radical defects of our school system, when viewed from the practical side. I am aware that the remedying of these defects is a far different matter, and one more difficult to deal with. I would, however, venture the following suggestion: That in every large town there should be established technical schools, where would be taught not only the elements of that which is ordinarily called Applied Science; but also the principles of the Manual Trades. These might perhaps be connected with our Collegiate Institutes and High Schools; or else the character of the Mechanics' Institutes might be altered and the Training Schools attached to them. If the people of Canada can afford to support one of the most useless establishments on the face of the earth, in the shape of a Military College, surely we in Ontario should do something for the advancement and proper education of those upon whom we have to depend for the development of the country. It seems to me that we should at once do something to supersede the "rule of thumb" way of doing things, that has so long held sway among the majority, and adopt that plan which will, to the greatest extent, develop an intelligent and skilful class of farmers, merchants, and artisans.