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the physical condition of all classes, assisting in effecting great moral and political revolutions. It is not surprising, then, that they should be regarded as factors, and prominent and powerful factors, in the great problems of humanity. Perhaps the world has run a little mad, and, it so, excusably on this subject, and perhaps scientists are inclined to become unbearably science-proud, but it seems only natural that there should be some who think that room should be found, or made, if necessary, for a fuller study of these branches of human science, especially in our higher institutions of learning, those that claim to cover the ground of a liberal education, that special schools for instruction in these various branches should be built up and fostered by the government, and that some in their enthusiasm should scarcely see anything worth learning, or worth considering, that does not bear directly upon the advancement of the race in a knowledge of the phenomena of the material world.

The earnestness of opinion and purpose is frequently manifested in the temper in which the discussions are conducted. Nothing is more common than to find men of straw set up on both sides, and battered to pieces, instead of antagonistic systems. The advocates of the old system are often almost accused of trying to carry us back to Latin and Greek as our vernacular, whilst those of the new are regarded as having no toleration for anything that does not bear directly upon the solution of the all-absorbing question. What shall I eat? what shall I drink? wherewithal shall I be clothed? Between these great extremes, of those who would retain what is old and tried simply because "it has been approved by the practise of generations," and those who are inclined to reject anything simply because it has an air of long, long ago, about it, the greater number of colleges, indeed practically all of them, are settling down into the always safe middle course, and these branches are recognized equally with the old established branches of study as educational instruments, as capable of utilization in the development of the mental faculties, as well as in their direct practicable application to the affairs of life. Thus whilst one of the strongest opponents of the so called new education admits that the study of physics gives a power over nature, real power as we wield and apply her forces,

Natural Science and Popular Education.

BY PROF. CHAS. F. HIMES, PH. D.

The educational world has been thrown into a ferment of discussion, more particularly in the past decade, by the prominence into which the branches of physical science have thrust themselves by the wonderful discoveries, and, if possible, still more wonderful practical applications of them. It is not strange, therefore, that the attention of the world should, in a measure, be riveted upon the branches of study which permeate with their influence all classes of society, coming in contact, as they do, in a greater or less degree, with every individual, revolutionizing all industrial processes, improving