enment." He pertinently asks whether one of our students after six or seven long years devoted to Latin and Greek has mastered more than the barest elements, whether he can even translate into r glish, or whether he can without fear and trembling explain the meaning of a line from Virgil or Horace or Homer. Mr Fairclough in sorrow is forced to give a negative answer.

Mr. J. C. Robertson, Owen Sound, and th says in addressing his fellow-teachers there in this magazine (Oct., 1890): "As is don things are going now, even if fortune, thing to whom, rather than to any efforts of farce."

yours, you owe what influence remains to you, should in the shifting scenes of educational affairs, offer you your former proud position, you could not retain it, so hopelessly antiquated are your methods. What then do I urge? That you put away the many obsolete methods still in vogue, that you come to some agreement about the objects you should have in view and the best means of attaining them, and that you try to bring it about that there be proper examination of what is done : for the way in which the thing is now managed is a perfect farce."

THE SCIENTIFIC HUMANITIES.*

(Continued from April number.)

DUT the physical sciences, it will be said, elevate us to the world of forms ; they give to our young men just the groundwork which they need; they give them the habit of observing, of experimenting and of drawing inductions. An optical illusion, pointed out by more than one philosopher from Herbert to Guyau. It is imagined that the teaching of the sciences ex professo, as they are taught in our colleges, develops the same qualities of mind as were necessary to our great thinkers who established and advanced the sciences. The teaching of the sciences, even the physical and the natural, does indeed develop the memory and power of deductive reasoning, but very slightly the inductive power or the spirit of speculation or of hypothesis, which, however, are precisely the great sources of all discovery. Call to mind the series of guesses, of trials, and hy-

* Translated for the Knox College Monthly from the Revue des Deux Mondes, by Prof. G. D. Ferguson, Queen's University, Kingston.

potheses, which resulted in Pascal's being able to formulate the laws of the weight of the atmosphere, a series which goes back to Galileo and Tor-What does the teacher of ricelli. physics in any of our colleges do now? Does he make inductions, observations and hypotheses? Not at all. He does not detail to his pupils the induction series. He takes the inverse course ; he details dogmatically the theory of the weight of the air, and he deduces its principal consequences, and he gives new deductions to be worked out under the form of problems. Among students there is no development of the mind of a Torricelli, of a Galileo or of a Pascal. He tells them that the atmosphere is heavy-that this is demonstrated; that the earth turnsthis too is demonstrated. Perhaps, apropos of these two important questions, he recounts to them a little of their history; and this is of some value to the theory taught, because it is a good example of the intellectual process which leads to discovery.