

To cultivate the Conceptive faculty, the qualities which we seek to impart to it are (1) *versatility*, i.e., he must teach the child to be ready in adapting his views or sentiments to other positions or circumstances, (2) *strength*, (3) *precision*.

To give it *versatility*, he must accustom it to work over a wide range of objects that it may feel at home in various spheres of observation. To give it *strength*, we must rely on fixity of attention, and therefore on the motives by which we seek to establish attention; all that we attain in educating the one bears upon the other. The third quality is *precision*, which requires a further educational process for its development, because it implies some degree of the higher mental acts of abstraction and comparison, and if we look at its later form, we shall be obliged to say of reasoning, also.

(To be concluded next month).

RECENT EXPLORATION AND SCIENTIFIC INVESTIGATION.

The Director of the Geological Survey of Ireland, Professor Hull, F.R.S., delivered the Annual Address of the Victoria (Philosophical) Institute in London, on the 28th of May, on which occasion the Institute's new President, Professor Stokes, President of the Royal Society, took the chair. The report was read by Captain F. Petrie, the honorary secretary, and showed that the Institute's home, colonial, and foreign members were upwards of eleven hundred, including many who joined from a desire to avail themselves of the Institute's privileges. An increasing number of leading scientific men now contributed papers and aided in the work of bringing about a truer appreciation of the result of scientific inquiry, especially in cases where scientific discovery was alleged by the opponents of religious beliefs to be subversive thereof. The author of the Address then gave an account of the work, discoveries, and general results of the recent Geological and Geographical Expedition to Egypt, Arabia, and Western Palestine, of which he had charge. Sketching the course taken by him (which to a considerable extent took the route ascribed to the Israelites), he gave an account of the physical features of the country, evidences of old sea margins 200 feet above the present sea margins, and showed that at one time an arm of the Mediterranean had occupied the valley of the Nile as far as the First Cataract, at which time Africa was an island (an opinion also arrived at by another of the Institute's members, Sir W. Dawson), and that, at the time of the Exodus, the Red Sea ran up into the Bitter Lakes, and must have formed a barrier to the traveller's progress at that period. He then alluded to the great changes of elevation in the land eastward of these lakes, mentioning that the waters of the Jordan valley once stood 1,292 feet above their present height, and that the waters of the Dead Sea, which he found 1,050 feet deep, were once on a level with the present Mediterranean sea margin, or 1,292 feet above their present height. The great physical changes which had taken place in geological time were evidenced by the fact that whilst the rocks in Western Palestine were generally limestone, those of the mountains of Sinai were amongst the most ancient in the world. The various geological and geographical features of the country were so described as to make the address a condensed report of all that is now known of them in Egypt, Palestine, and Arabia Petraea. Sir Henry Barkly, G.C.M.G., F.R.S., moved a vote of thanks to Professor Hull, and to those who had contributed to the work of the Institute during the year, which included Assyriological investigations by Professor Sayce, Mr. Boscawen, and others; M. Maspero's and Capt. Conder's Egyptian papers; Professor Porter's

Eastern researches; also a review of the question of Evolution by Professor Virchow, and the results of investigations in regard to the subject of the origin of man, as to which it had been shown by Sir William Dawson, that geology divided the chronology of animal life into four "great periods"; in the first,—or Eozoic,—in the Geological as in the Bible records, were found the great reptiles; and the last, or Tertiary, was again subdivided into five "periods," and it was only in the last of these, the "modern" period, that the evidences of man's presence had been found. Again, as regards his ape descent, the formation and proportions of the skull and bones of the ape considered most like man were found to be so different from those of man as to place insuperable difficulties in the way of the theory. In the gorilla, the high crest on the skull, which was also found in the hyena, was absent in man. Also, among other points, if the capacity of the brain of the anthropoid ape were taken at ten, that of man even in his savage state was twenty-six, or nearly thrice as much, a very important fact when, as it was known, any appreciable diminution in the brain of man was at once accompanied by idiocy. As regards the transmutability of species, Barrande's arguments against the theory, founded on the results of a life of research among the fossil strata, had not yet been overthrown; and modern research clearly pointed to the fact that one great bar to the transmutability of species lay in the refined and minute differences in the molecular arrangements in their organs.

The proceedings were concluded by a vote of thanks to Professor Stokes, under whose presidency it was remarked that the work of the Institute would be carried out with the increased help and guidance of men of the highest scientific attainments, and in a manner to tend to advance Truth. A conversazione was then held in the Museum.

PETTY PERPLEXITIES.

BY EARNEST PEDAGOGUE, PEORI, ILL.

Not for the edification of the old and wise teachers is this feeble effort written—no indeed, for they are wise wisdom personified in the admiring eyes of those of us who are young inexperienced teachers just entering on our pedagogical career. For the encouragement of this latter class, to let them know that they are not the only ones that seeming trifles trouble are these lines penned.

'Twas the day before Thanksgiving and I was expecting some one from home to come to my little school among the hills, after me that night, for we were all going to Grandpa's the next day, and so I was hurrying to get through my day's work in good time, in fact was hearing the last oral spelling class when a clear loud "Bu-heo-hoo" rang out with startling clearness. Looking over the room I met only surprised faces, but as the noise was soon repeated, I was astonished to find that it was one of the largest girls in the spelling class. On enquiring what was the trouble she held up her hand for me to see that a long splinter of her slate frame had entered her thumb under the nail, and was causing severe pain, judging from her sobs and groans. I forgot my hurry in my effort to extract the unwelcome intruder, and also kept on hearing the lesson, after a fashion at the same time. While I was thus preoccupied several usually demure little individuals took the liberty of being rather noisy. While one was stealing an untimely lunch of bread and butter, a larger boy was very anxious that the small boys should see his sly endeavors to wear his hat in the school-room without the teacher's knowledge or consent.

Such was the scene that met my eyes after performing the part of surgeon and teacher at the same time. They were called up at once to give an account of themselves, but failing in their attempts