

deeper spirit in his too narrow conception of the outward form. All parties in the present controversy have, we think, read the document too much in the light of a literal supernatural history of creation. It presents itself to us rather as a Divinely inspired meditation upon the origin of the universe, grasping, by instinctive sympathy with nature, great natural truths, and so grouping and presenting them in poetic form as to teach the great fundamental principles of religion—the Divine dignity of human nature, the Divine law of Sabbath rest and worship, the Divine institution of the unity of the family, and the Divine obligation to the essential basis of all civilization in the law of labor.

ADDRESS BY THE PRESIDENT OF THE SCIENCE ASSOCIATION.

[On the afternoon of May 11th, the large lecture room of Faraday Hall was crowded to the doors, on the occasion of the delivery of the following address by C. A. Masten, B.A., the retiring President of the V. P. Science Association. The chair was occupied by Principal Mills, of the Ontario Agricultural College. The address, which occupied nearly an hour, was listened to with great attention to the end.]

COLLEGE EDUCATION AND SOCIAL SCIENCE.

APPEARING before you on the present occasion as the representative of the Science Association at the Convocation of our University, no apology or explanation is needed for bringing to your attention a subject at once scientific and academic—"College Education, and Social Science as a department thereof." Neither this title, however, nor that before announced, conveys an accurate idea of my subject. What I really propose is, from a student's standpoint and with the experience of student life fresh in my mind, to present to fellow-students some thoughts which that experience has suggested.

First,—Regarding the educational forces other than classroom training which surround the student at college, and the importance of these forces.