

ed by nations of keener eyes and greater power of adaptation.

Beyond the prospect of material success, there is another and a higher advantage derived from the development of the power of observation. The student of science has been taught to see in the common, every-day objects new meanings and new beauties to which the untutored mind is a stranger. In the inartistic pile of building stones along the street, he sees the symmetrical shells of extinct Mollusca, segregations of beautifully arranged crystals of quartz and garnet. In the rocks up the mountain side he sees not an uninteresting succession of strata, but the history of the floods of spring, and the droughts of summer, millions of years ago. In the Boston Ivy creeping up the wall, in the Virginia Creeper fastening itself to the side of the tree, in the common Hop climbing its pole he sees the natural workings of a nervous system akin to his own,—“Sermons in stones, books in running brooks, and God in everything.”

The last advantage to which your attention is invited, is the development of breadth of character. The untutored mind has little conception of the multiplicity of detail connected with any department of knowledge. The further we advance in scientific study the more we are convinced of the enormity of the subject, and of our utter inability to cover more than a very small portion of the field, even in a lifetime.

“The pride of man in what he knows,
Keeps lessening as his knowledge grows.”

At first we are confused and embarrassed by the infinite variety of phenomena, but later we come to see that they may all be marshalled into groups and series according to definite laws. Details are seen to be particular manifestations of the universal. In order, however, to comprehend these details, and all the tangled and apparently contradictory phenomena, we must broaden our visual angle. This organising the

universal from the particular, gives us breadth, so necessary in all educational work. The process of giving breadth to one's mental life is only begun, however, in college or school. While here an opportunity is afforded of becoming fairly conversant with each of the great departments of scientific knowledge, so that in after life, when busied with one line of work, one is able to appreciate and enjoy the successive advances made in directions in which one may not be particularly interested, and is enabled to appreciate the efforts of those whose researches spring from a proper motive—the revealing of truth, irrespective of practical applications or utility.

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Oxford.

As I try to give a brief account of Oxford and student life at that famous old university, there at once comes up before my mind a vision of a city situated in a broad valley with gently rising green hills on three sides of it, their wide slopes so plentifully adorned with trees as to look like one continuous park. Around the city itself and through its parks wind the much-loved, gently-flowing Isis and Cherwell, which unite their waters just to the south of the town and there form the Oxford boating course.

If you look at the city from one of these neighboring hills you see nothing but a forest of beautiful trees and one great dark dome and many grey towers and steeples standing distinctly out above them, and numerous little pinnacles on all sides just peeping forth among the tree-tops. But when you