

significant periods in the development of science. The different branches of science have been distinctly defined; a vast amount of intellectual wealth has been accumulated; and the principle of the correct method of scientific enquiry have become well understood and established.

Every completed scientific investigation must consist of four series of operations. The facts in their connection must be observed, and experiments, which are only observations assisted by circumstances adjusted by ourselves must be performed. Then, the facts thus acquired must be so classified and arranged, that their true relation may be examined, and conclusions, to which they point, be drawn. Next, we must endeavor to make an hypothesis harmonizing with the conclusions formed, and including the facts observed. Lastly, this hypothesis must be rigidly tested, by comparing the results necessarily following, if it be true, with the facts actually observed. This method is the foundation of every great scientific theory. It is Bacon's method modified, improved and perfected.

The results of scientific investigation have been applied to every industry, and it is evident that the interests of science and art are identical. The two advance hand in hand. Science cannot take a step forward without sooner or later opening up a new channel of industry; on the other hand science depends in no small degree upon every advance in industry which facilitates experimental investigation.

In reviewing the entire history of scientific progress we find an uninterrupted development, the most remarkable circumstances being the unequal rate of growth which it presents. Science spent its childhood in the Grecian and Arabian periods, in acquiring simple facts; its youth, in the middle ages, in acquiring fundamental facts, about which others could be grouped; its early manhood in the period of to-day, in arranging facts and establishing principles, and in applying the knowledge thus acquired to the advantage of man, and to the improvement of his condition.

The benefits that man has derived from the application of scientific principles, are beyond calculation. Yet great as have been the triumphs of the past, we may believe they are but a fore-taste, of what discovery and invention have yet in store.

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Contributed.

DEPARTMENT LIBRARIES.

The subject of library facilities at Acadia was pressed upon the attention of the College two or three years ago by one well-qualified to deal with the question. The main object of the present article is to present to the readers of the *ATHENÆUM* a statement of the methods of administration of our college library, with a question as to the possibility of improvement.

As students well know, the library at Acadia is not distinguished for the severe classification exhibited in its arrangement, nor for the ease of finding works on any desired subject. An attempt was made last year to remedy this to some extent by adding a catalogue of titles to the existing author-catalogue. But whatever the result of this may have been, it still left much to be desired. Valuable time is lost in looking up a book in the index, posting off to the particular alcove (?), then back to the index, if the volume is not satisfactory, and repeating this process for an indefinite number of times. This results from the books being arranged according to some occult principle, which either died with its unknown author, or is too sacred to be made public. It is quite beyond the comprehension of the writer why works of the same class should be relegated to the uttermost corners of the library, in external separation, without apparent cause. At any rate, the attempt at improvement which appears in the shelving of the newer books ought at once to extend to the whole library. It cannot be fruitful of good that what should be the most systematic department of the University is quite lacking in order and classification. Books on related subjects should be placed together, that the student may be able to quickly examine and select what he requires.

The library is, or should be, the centre of college life. But the days are past, or, at least, disappearing, when one man is expected to teach two or three subjects. This means that instructors are specialists, and devoting themselves to one line of work. It should also imply that they prescribe reading to be done by their pupils in addition to mere text book requirements. But what is the fact? Outside of a