

new physical chemistry is a blend which appeals with magic potency to all science students.

But no subject attracts the young mind so strongly as biology, in its varied aspects. Elementary teaching is now admirably arranged, and in a two-year curriculum it should be an easy matter to cover much more ground than in the preliminaries demanded for medicine. Field classes in botany, gardens, museum work, should all be utilised. I would like to see at every school that excellent plan adopted by the late Sir Jonathan Hutchinson at his village museum, Haslemere—nature lectures on Sunday afternoons, with exhibition of the flowering plants of the season, with any other specimens of interest. The biology class gives an opportunity of a clear statement of the facts of sex, always so hard to discuss with boys.

There are objections, of course, to extensive and intensive teaching of science in schools. It is the business of the college, not of the school, to prepare boys for technical studies; but if it is the business of the school to teach science at all, why not teach it thoroughly? The general influence of the school may be trusted to counteract the evil possible in a too early concentration upon special subjects. Nature is never special, and a knowledge of her laws may form a sound Grecian founda-