

that seemed ghostly from infinitude. Without measure were the architraves, past number were the archways, beyond memory the gates. Within were stairs that scaled the eternities around; above was below and below was above, to the man stripped of gravitating body; depth was swallowed up in height insurmountable, height was swallowed up in depth unfathomable. Suddenly, as thus they rode from infinite to infinite, suddenly, as thus they tilted over abysmal worlds, a mighty cry arose that systems more mysterious, that worlds more billowy, other lights and other depths, were coming, were nearing, were at hand.

"Then the man sighed and stopped, shuddered and wept. His overladen heart uttered itself in tears, and he said, 'Angel, I will go no further; for the spirit of man acheth with this infinity. Insufferable is the glory of God. Let me lie down in the grave, and hide me from the persecution of the Infinite, for end I see there is none.' And from all the listening stars that shone around issued a choral voice, 'The man speaketh truly: end there is none that ever yet we heard of!' 'End is there none?' the angel solemnly demanded; 'is there indeed no end? And is this the sorrow that fills you?' But no voice answered, that he might answer himself. Then the angel threw up his glorious hands to the heaven of heavens, saying, 'End is there none to the universe of God. Lo! also there is no beginning.'"

The Study of Natural History.

BY PRES. S. H. MCCOLLESTER.

Philosophy, poetry, and history have their representative men. Thus, Bacon is the exponent of philosophy, Shakespeare of poetry, and Humboldt of natural history. The latter was a peculiar man by nature. He was gifted with a comprehensive mind and a fine temperament. Pure in his aspirations, he was disposed to seek and know the good. In his course he was not special or partial. He seemed to strike out in all directions. He made intimate friends of the stones, flowers, and stars. Certain minds may have gone deeper into the strata of the earth, or soared higher into the heavens; but it is believed that no other mind has exercised by common consent such unquestioned authority on all scientific subjects. He is the world's cosmopolitan, the king in the realm of universal science. He seemed to assimilate in himself the knowledge of others; and when he had explored, as far as possible, with borrowed light, he kindled his own torch, and journeyed far on in hidden ways. Delighted, ennobled, strengthened, at length he returned, laden with the trophies of science and patient endeavor, and presented to the world his wonderful picture of things above, around, and below—his "Cosmos."

His life was one of remarkable activity. He was always in earnest, and determined in his work. He felt that one can not borrow of nature, but must buy and pay down. He indulged in no wild fancies or visionary theories, but pressed on to the discovery of facts.

Though the frost of ninety winters had rested upon his head, the heat of ninety summers had scored his countenance, and the observations of four-score and ten years had furnished his mind with the riches of wisdom and truth, yet his heart was young, his mind active, and his love of study undiminished. Ripe in experience and culture, he passed peacefully to the higher life, leaving behind the sure testimony that the study and pursuit of natural history is productive of great good, and calculated to elevate the soul and pre-

pare it better for duties here, and for the richest joys hereafter.

It were well if more would walk in the footsteps of this great man, this student of nature. But it is a lamentable fact, that the study of natural history is greatly neglected in this country. Our educational institutions give it too little attention. It occupies the merest nook in the liberal course of study. Students are not often required to take it up until they have nearly run the college race and reached the goal. Wearing with many studies, and worn by years of mental application, they wear out a season in contriving how to avoid this and that branch of natural science; or, otherwise, if a student chanced to be enamored with nature, he is liable to be set down as belonging to the school-girl order, romantic and weak. How is it possible in such cases that the real object of education can be understood and appreciated?

In some parts of Europe, a more judicious method is chosen. The child is early made acquainted with the elementary principles of natural history. Almost every home has its museum of curiosities. Children delight to spend their holidays in highways and by the hedges, in woods and glens, by lakes and brooks, becoming familiar with animal life in all its varieties and forms. Natural history occupies a high place in their institutions of learning. Their graduates are men of the most extensive culture and broadest views. Their travelers see the most, and describe the best. Their scholars are the most profound, and their literature the most mature.

It is also true of America that she has some amateurs of natural science. Still, is it not a fact that in this country more attention should be given to chemistry, botany, astronomy, geology, zoology, and practical science? To do this, it is not necessary that less time should be devoted to the study of the classics. These have, and should have, a prominent position. The ancient languages are the mirrors through which are to be seen great and noble minds. It is important that the student of the present day should become acquainted with the style of their finished productions, the care with which they selected their expressions, the zeal with which they pursued the study of eloquence, the high estimate which they had of patriotism, fidelity, and heroism. The student should become familiar with the tragic poet, the epic bard, and the learned sage. This can be done, it is believed, only by traveling, without poney or staff, in the toilsome and thorny way which leads into the dark land of a departed people. Yet all this need not interfere with that special attention which is claimed for the study of natural history. Contact with nature has a tendency to freshen and invigorate all the powers and faculties of the mind. Let one have for companions flowers, stones, beasts, and birds, and he will be all the more likely to have a quick relish for classic lore.

Every college, before the senior year, ought to engage the thought and enlist the interest of the students in the different branches of natural history. Let them become interested in these, and they would have something to engage their minds in recreation hours. Then their leisure time would seldom be spent in dram-shops and gaming-saloons. They would prefer to go into the woods and fields, to ramble by brook and seashore, applying the principles of science and philosophy. It would be a pleasure for them to investigate and inquire into the why and wherefore. In the course of a year or two, by improving the odd moments, they would be able to collect, classify, and arrange a choice cabinet of insects, flowers, shells, and minerals. All the