

to me and wrinkled his nose. His eyes were a little like a goat's—only big and black and handsome. I couldn't get near enough to the elephant—he has such little pig eyes—and there was such a crowd around him. You ought to have heard him scream when he couldn't steal any more hay from the camel. It made him terribly angry, and he had more than he could eat in his own stall all the time.

"How were the camel's eyes?"

"They were big enough, but I couldn't get a chance to see them right. Besides, it

was getting too dark in there to see much, and we had to come home. But Fred has promised to take me there again some fine day."

"Take me too Fred!" cried Mary eagerly. She always turned up her nose at the animals before.

"Be sure you remember the sheep," I said "and the cows and horses; if you see any. And take a look at the birds too—the owls and the eagles and the rest. You'll find their eyes worth looking at closely."—*Christian Union.*

### PHYSICAL SCIENCE FOR THE YOUNG.

Outside of the large cities of our State too little has been done with physical science in the public schools. Custom and public opinion demand so much knowledge of books in all the branches which overcrowd the primary course that the teacher shrinks from any attempt to introduce new studies. Moreover there is the prevailing sentiment that physical science can be taught only by means of costly apparatus and by those only who have been educated in science courses. Looking at these difficulties theoretically they do appear to be great enough to deter all but the most ambitious; but the experience of many young and unpracticed teachers who have had the courage to make the attempt to overcome them has proved that, after all, the courage to grapple with them is the only strength needed to overcome them.

It may not be possible to organize a Science class to rank with those in geography and arithmetic among the daily exercises of the school-room, but it is not impossible, surely, to secure time for a short general exercise each day or at least as often as once or twice a week. It may be an exercise for the entire school if necessary, but, where circumstances will allow the arrangement, success will be more certain if it be an exercise for a class, the members of which are of similar age and attainments.

It may not be possible to command what is called an "apparatus," but abundant experimental illustration may be given by the help of objects and utensils to be easily gathered in any district. And let it be re-

membered "That the *simplest experiments*, or those most easily imitated by the pupils, *are the best.*"

It may not be possible for every teacher to accomplish as much by this means as he might, had he himself been trained in courses of science and in methods of manipulation, but he can not fail to arouse a lively interest and a greater mental activity among his scholars, to impart much useful information and at the same time to leave the minds of his pupils after each exercise in better condition to pursue their regular studies.

But how shall such oral exercises in elementary science be conducted? No two intelligent teachers will ever accomplish a result by exactly the same process. They may work in the same direction and in obedience to certain fundamental principles but, beyond this, every successful teacher will be found to have a "way of his own." Hence only a general answer to the question just asked is desirable. Experience will be found a quick and faithful instructor in matter of detail, by every teacher who will heed her precepts. But, in a general way, the following suggestions will indicate the method.

*The object.* To enable the pupil to see clearly the facts presented and to infer correctly from what is seen. Let the teacher lay every plan and work out every detail with reference to these two results.

*The preparation.* Never attempt an experiment before your class until you have tried it, studied it, and laid your plans for