Science of verifying every observation tends to make us exaggerate the service thus rendered, and to require that every kind of truth should be verified by the same kind of proof. To such an extent is this carried that it causes some minds to refuse to accept any of the mysteries of the universe without absolute demonstration—hence, from lack of exercise, their faculty of seeing with the inner eye is in danger of atrophy.

Yet the fact that Science will not teach faith is no proof that it is not a very real factor in the problem of life. And if it is—then it should be cultivated by other training—by opening our eyes to the relations of man to man, and of man to God, "if haply we may feel after Him and find Him," by acting on the principle which we wish to believe until we feel the ground under our feet, or as the French saying has it, "En avant! et la foi te viendra."

Now, admitting then, as I have done, that the scientific method with its attendant advantages can be, and already have been, in part, applied to many branches of learning, and admitting further that it will not teach everything, *I would yet claim for the application of the scientific method to the teaching of Science itself that by it certain results can be obtained which can be obtained in no other way.* For example:—

1. In the first place, that we find the scientific method applied in every branch of knowledge involves, I think, the tacit acknowledgment that it is the best known method of study. This being the case, it becomes of great importance that the method itself should be studied, and that—where it can best be learned—in man's laboratory and Nature's workshop, for, in practice, if this is not done, it is very difficult to ensure that the method will ever be learned at all, or that there will be any reasonable chance of its being applied to the other studies. In how many classes are literature, history and philosophy, and even science itself, merely crammed from books, and not studied in any proper sense at all?

2. Again, one of the most characteristic features of the scientific method *when applied to science* is that it necessitates the careful training of the eye, the ear and the hand—especially the hand—demanding a skill of manipulation, which tends to turn the man of thought into the man of action. We may rest assured that it does not mean nothing when we find the close association of great genius in works of the hand, with that wonderful practical capacity in other directions—in conquest, in laws and institutions, in government of men—which built up the Roman Empire. Experience has now shown that many minds are more easily approached and more readily developed by the systematic exercise of the sense of touch than in any other way. "Neither the naked hand nor the understanding left to itself can do much. The work is accomplished by instruments and helps, of which the need is not less for the under-