

THE CLAIMS OF SCIENTIFIC EDUCATION.

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THE desires of the intellect, however, cannot be quenched any more than those of the physical nature. They are stimulated by the phenomena that surround us as the body is by oxygen. The Chaldean shepherds could not rest contented with their bread and milk, but found that they had other wants to satisfy. The stars shed their light upon the shepherd and his flock, but in both cases with very different results. The quadruped cropped the green herbage and slept contented; but that power which had already made man the lord of the quadruped was appealed to night after night, and thus the intellectual germ which lay in the nature of these Chaldeans was stimulated and developed. We long for these facts as we do for our natural food, and their acquisition increases the strength and clearness of our mind just as surely as our daily bread invigorates our bodies.

That our minds require discipline no one will deny. But we wish to ascertain the best means of obtaining this discipline; we wish to get the cheapest and easiest way of procuring it. No one is willing to pay five dollars for an article which he can get just as easily for two; no man will resort to the sickle when he wishes to harvest his grain if he has in his possession a reaping machine and all necessary appliances. Now, as the cheapest and most useful mode of culturing our minds, I have no hesitation in recommending a careful study of the sciences. We find in them everything necessary to give us thorough mental discipline, and at the same time those physical benefits to which I have already referred. We can easily see the influence of science by glancing at past history. Every great advance in intellectual education has been the effect of some considerable scientific discovery or group of discoveries. The development of the truths of geometry produced the intellectual awakening under Socrates and Plato. The varied history of Rome provided for us our system of jurisprudence. The re-