

(c) They accused me with (of) taking it.

(d) An opportunity to avenge (revenge) his wrong.

(e) Reading about a hippotamus (hippopotamus).

17. Correct any errors in the following, giving reasons:—

(a) There is many other points of resemblance between them.

(b) He went in the house before you came.

(c) I am not doing 'his for fun but for profit.

(d) I felt sure I could do as well, if not better, than any of them.

(e) I found him seated at the hotel table with a glass of beer on both sides of him.

(f) We felt some curiosity to know whom the writer could have been.

(g) He ain't likely to give us another chance I don't suppose.

(h) I will pay the above reward to any one who will prove that these facts are untrue.

(i) Scarcely one in ten of them could write their names.

(j) I only wanted to see him for a few minutes.

(k) It may be either an adjective or adverb.

(l) He blames Nuncomar's death on Impey, whom, he thinks, did not act right.

NATURAL SCIENCE.

H. B. SPOTTON, M.A., Barrie, Editor.

THE POPULAR SCIENCE MONTHLY.

The November number of this excellent magazine is unusually good. The opening article on "Flying-Machines" is exceedingly entertaining as well as instructive. Perhaps the most noteworthy paper is Sir Lyon Playfair's address on the "Relations of Science to the Public Weal." It would be impossible to give a synopsis of the weighty utterances contained in it. It is especially interesting to Canadians on account of the references to Canada in connection with the visit of the British Association. We venture

to give our readers the benefit of the following extract from the section of the address dealing with Science and Secondary Education. It is especially *a propos* just now, when a real effort is being made to turn the science teaching in our Canadian schools into the proper channel.

"The opponents of science education allege that it is not adapted for mental development, because scientific facts are often disjointed and exercise only the memory. Those who argue thus do not know what science is. No doubt an ignorant or half-informed teacher may present science as an accumulation of unconnected facts. At all times and in all subjects there are teachers without æsthetic or philosophical capacity—men who can only see carbonate of lime in a statue by Phidias or Praxiteles; who cannot survey zoology on account of its millions of species; or botany, because of its 130,000 distinct plants; men who can look at trees without getting a conception of a forest, and cannot distinguish a stately edifice from its bricks. To teach in that fashion is like going to the tree of science with its glorious fruit in order to pick up a handful of the dry fallen leaves from the ground. It is, however, true that, as science teaching has had less lengthened experience than that of literature, its methods of instruction are not so matured. Scientific and literary teaching have different methods; for while the teacher of literature rests on authority and on books for his guidance, the teacher of science discards authority and depends on facts at first hand, and on the book of nature for their interpretation. Natural Science more and more resolves itself into the teaching of the laboratory. In this way it can be used as a powerful means of quickening observation, and of quickening a faculty of induction after the manner of Zsigmondy, the Babylonian described by Voltaire. Thus facts become surrounded by scientific conceptions, and are subordinated to order and law."

The other articles which we have not space to notice at any length are, "Modern Science and Modern Thought," "Twenty