

earnest endeavour on the part of those who wish to see their names figure on next year's list of editors. Let us hear especially from the Third, Fourth and Fifth Forms. It is to be hoped that every class in the University course, will continue to be represented on the editorial staff; it is not likely, however, that next year's editor-in-chief—whoever he may be—will consent to place on his board the name of anyone who has not given some proof of his fitness for the position.

SCIENCE IN THE LABORATORY.

The last decade has seen some rapid strides in the teaching of sciences in Canadian universities and colleges. Formerly the text-book was the limit of both professor and student. Now the field has been widened and both professor and student are given more latitude in their observations of the phenomena of nature and in their investigations of the laws governing the same. Instead of merely saying and explaining what takes place, the professors now show and prove. The natural sciences are such, as to not only permit of this method of teaching, but even to invite it, and man is so constituted that, in such matters at least, he is more apt to adhere to the testimony of his external senses than to the conclusions drawn from the most plausible and most logically connected theories. The trend of teaching in natural sciences, during the last few years, has been towards the practical, or the proving by experiment of the truth or fallacy of those theories which hitherto constituted the sole work of the ordinary student in sciences.

Quite abreast of the times has been the system all along pursued in this institution. A practical feature introduced, and one which has attained good results, is that of having frequent scientific entertainments. Not contenting themselves with

the experiments they themselves perform in presence of their classes, our professors allot certain portions of the work to several students who prepare a paper on the same, perform the necessary experiments themselves, and then repeat and explain them in public. The result is that the matter is learnt as well as it can possibly be learnt in any course, other than a special science course. Those who take part in the experiments learn thoroughly, those parts at least, that are allotted to them and those who are spectators have the benefit of witnessing the regular work for a second time.

Everyone that attends, acquires some idea, slight possibly, but still an idea, of how these sciences are to be studied and learnt.

It may be noticed, moreover, that, in the regular class experiments, very often the results are not as evident and satisfactory as would be desirable, and there is not always sufficient time to repeat the experiment till the best results have been attained. When working alone, in preparing for an entertainment, students can repeat their experiments as often as is necessary or desired and thereby learn that the occasional partial failure of an experiment is not a belying of the theory but a result of the neglect of some details of apparatus based on some other law, which also they learn, as well as the importance of paying attention to all details. It is scarcely necessary to speak of the attention due this work. Everyone, but especially those in the higher classes, ought to know the benefits to be derived from a knowledge of the sciences, and there is no better way of acquiring that knowledge than by supplementing the text-book with laboratory work. Our system is an admirable one, comparable indeed with that in vogue in any similar institution, and if anyone in the Science classes pays anything like respectable attention to class matter,