

before the higher forms, while studying the more conspicuous and better known branches before those which attract less attention.

If *e.g.*, we begin with the study of the vertebrate sub-kingdom to which we ourselves belong, we shall find it easier to comprehend the structure of the human body after we have studied that of a simpler vertebrate than if we proceed in an inverse direction. Indeed the less conspicuous and lower groups, the study of which involves much use of the microscope, may be safely left till some familiarity with that instrument has been acquired in the study of the finer parts of the higher forms. Such work ought to be postponed till the eye and hand have had some training, and, there-

fore, ought to be reserved for the third form.

In the study of the organs of the higher animals only so much physiology ought to be introduced as will clearly indicate the function they perform. It is hopeless that much advance should be made in this side of biology without a much more accurate knowledge of physical and chemical processes than it is possible to acquire at school. Still, enough can be done on the lines indicated to make clear to an intelligent pupil what the nature and the tendencies of biological study are. Any teacher who sympathizes, even feebly, with Herbert Spencer as to the importance of biology in education will be glad to promote such a result.

GEORGIAN AND VICTORIAN EXPANSION.

(Continued from page 230.)

THE brightest side of the Victorian age undoubtedly is to be seen in the growth of the colonies and dependencies. At home, as I have said, there seems a shadow for every light. At home development is either impeded or made dangerous by want of room. Everywhere there is congestion, and not only in the East of London or in the West of Ireland. It is otherwise in those vast regions which have become the inheritance of our race. For them this half century has been a period of uninterrupted growth and almost unbroken sunshine. This brighter side of the Victorian age I should like to bring before your minds, but even here I wish to avoid both undertaking, too much and touching upon controvertible matter.

We are thinking of an age which lies between 1837 and 1887 of the nineteenth century. I will ask you to recall the corresponding part of

the eighteenth century. Perhaps the period between 1737 and 1787 does not stand out with any great distinctness before your minds. In the sixteenth century the corresponding period stands out as roughly the period of the Reformation. In the seventeenth it stands out still more distinctly as the period of our civil troubles, for actually in 1638 the disturbances began in Scotland, and in 1688 took place the Revolution. It may hardly seem to you possible to give any description equally brief and striking of the corresponding years of the eighteenth century. In 1737 Queen Caroline died, and the opposition against Walpole began to gather head. That year may be called the beginning of the second part of George II.'s reign, and in 1787 the younger Pitt was almost at his zenith and the country was prosperous and contented. Between those dates lie