

one of us may have contributed towards the vast consummation. But, as in all human affairs, this has its Nemesis. For the accumulation of scientific work in consequence of the well-organized scientific activity of the present time is so prodigious that we individual workers are becoming swamped under it, and more and more hopeless of being able to master anything but a small and fractional portion of the whole. We labour under this disadvantageous alternative—that if we endeavour to grasp too much we become superficial, and if we are very thorough over a little we become narrow. And I think one of the greatest dangers which besets the scientific world at the present time is the danger which arises from the necessities of the case, of men becoming specialists occupied with a comparatively small field. The remedy for this evil—and a very great evil I think it must be—lies in the recognition which this Academy, at any rate, has always accorded to the great truth that art, and literature, and science are one, and that the foundation of every sound education and preparation for active life in which a special education is necessary should be some efficient training in all three. At the present time, those who look at our present system of education, so far as they are within the reach of any but the wealthiest and most leisured class of the community, will see that we ignore art altogether, that we substitute less profitable subjects for literature, and that the observation of inductive science is utterly ignored. I sincerely trust, Sir, that, pondering upon these matters, understanding that which you so freely recognize here, that the three branches of art and science and literature are essential to the making of a man, to the development of something better than the mere specialist in any one of these departments—I sincerely trust

that that spirit may in course of time permeate the mass of the people, that we may at length have for our young people an education that will train them in all three branches, which will enable them to understand the beauties of art, to comprehend the literature at any rate of their own country, and to take such interest not in the mere acquisition of science, but in the methods of inductive logic and scientific enquiry as will make them equally fit, whatever specialized pursuit they may afterwards take up. I see great changes; I see science acquiring a position which it was almost hopeless to think she could acquire. I am perfectly easy as to the future fate of scientific knowledge and scientific training; what I do fear is that it may be possible that we should neglect those other sides of the human mind, and that the tendency to inroads which is already marked may become increased by the lack of the general training of early youth to which I have referred.—*Prof. Huxley, in Educational Times.*

HOW WE TEACH THE LITTLE FOLKS TO CONSTRUCT SENTENCES.

Teacher—Second Grade, place slate in position for writing. Now, children, I am going to call the names of some letters, and I want to see who can call them when I am through—*a, e, i, o, u.* (Hands up). I am glad everybody can tell them. We will hear Sallie.

Sallie—*A, e, i, o, u.*

Teacher—Very good. Now, I shall write them on the board, and then I'll tell you a story about these letters. Now, just think how queer it is, when we talk or write about anything that its name begins with one of these letters, we can't put *a* before it, like I do when I say *a* book; but we must put *an* before the name. Now, who can tell me what