

are taught, I take it that the much discussed question of their sequence has been settled as a matter of convenience rather than of logic. Logically physics should precede chemistry; but practically it demands so much mathematics that the reverse sequence is a common one. I do not regard this, however, as a matter of large importance when compared with the sequence of the biological and physical sciences. The same kind of discussion might be taken up concerning botany and zoology in case both are to be taught, without any such logic in the situation, it is true, but fully as unessential.

My opinion of a well-equipped secondary school in which the sciences are presented in a strictly coherent and purposeful way is one in which the four laboratories are represented, each equipped for two years of work; in which each student is required to take at least two years of science, one of which must be a physical, the other a biological science; in which

a student in any laboratory can have the opportunity of a second year in the same laboratory; in which physics shall be placed at the beginning of the course, and the other three introduced afterwards either in sequence or two of them simultaneously. Such are merely general principles, which would need adaptation to all sorts of conditions. No inflexible scheme is feasible, but teachers are supposed to be able to adapt general principles to any set of conditions. The only thing in the whole situation that cannot be adapted is the poorly equipped teacher.—*The School Review.*

Neither let us be slandered from our duty by false accusations against us, nor frightened from it by menaces of destruction to the Government, nor of dungeons to ourselves. Let us have faith that right makes might, and in that faith let us to the end dare to do our duty as we understand it.—*Abraham Lincoln, 1860.*

A FEW WORDS ABOUT EDUCATION.

AT no previous time in the history of this country has the discussion of educational questions been so serious a pre-occupation as it is at present. During the past quarter of a century we have become thoroughly awakened, not so much to the importance of education, which has never been questioned, as to the importance of establishing education upon the right foundation, and of conducting it in accordance with the most enlightened methods. So great a fermentation in so important a department of thought is, of course, a desirable thing, even if its blessings be not wholly unmixed. It is well

occasionally to shake off our torpor, to get out of ruts, to avoid stagnation at almost any cost. But such a condition of intellectual unrest, such a determination to re-examine the old grounds of faith, is always fraught with the danger that we may, in our haste to make all things new, sweep away good with the bad, and discard some of the fundamental principles of the philosophy of a sound education.

Many zealous advocates of what they are pleased to call "the new education" are so thorough-going in their notions that the temperate onlooker is compelled to view their proposed policy somewhat askance.