

the use of such a simple thing as a candle were, that the chemical actions in the flame are analogous to those going on in our own bodies, giving us the power to move and to live, that the heat of the body is produced by the same process as in a stove, and that the presence of the air is as necessary to maintain the combustion of the candle as it is to preserve life. Then, too, it may easily be shown that smoke is but unconsumed material of the matter which is burning, and that it is due to an insufficient supply of air. This will make clear the office of the lamp chimney. Another important fact to impress is that water is one of the products of combustion of most substances. If the gas given off by a flame is passed into lime water this will become turbid. The same result will follow blowing the breath through this liquid. This will add weight to the resemblance between the human body in its vital processes and a flame of fire.

A good magnifying glass or simple microscope should be in every school, for by the aid of this instrument a whole world of wonderful things will be opened up to the child's eager gaze, where it can not only observe, but be instructed and delighted as well. After having done considerable observational work with grasses, flowers and trees, the pollen of flowers, the structure of stems and other parts of plants, will offer a wide field for inspection. After considerable skill is acquired in the use of the microscope, crystals of various sorts may be examined with profit. The pupil may even be enabled to watch them form. By placing a drop of saturated solution of ammonium chloride on a piece of glass, the crys-

tals will suddenly flash out, as if by magic, when the drop has sufficiently evaporated. Then if water crystals are subjected to an examination, their beautiful structure will reveal to the eye of the child the story of the formation of both ice and snow, and they will be no longer a mystery.

The endeavour has been in this rapid survey to point out only a few of the many ways in which the child may be led into the study of the mysteries of nature which environ every human life, and learn that reverence and love for them which lies at the foundation of all nobility of character. If the coming generation be trained from the first and thoroughly grounded in the study of the laws and facts of nature so that they will use every endeavour to utilize their environment to the utmost, its progress will be amazing even when contrasted with the marvellous advances of to-day.

It will now suffice to make the statement that all the training of the child should be in accord with the scientific method. Our subject expands into not merely what specific scientific training shall be given the children, but how their entire education shall be conducted on scientific principles. There should be no hiatus between the previous training of the child and the methods employed when it begins the formal study of the natural and physical sciences. The student should be made to realize that the habits of thought acquired in the pursuit of other subjects will still be of avail, and that they will stand them in good stead not only in the school room but in the conduct of all the affairs of after life.—*The Ohio Educational Monthly.*