it moves without muscles; it apparently feels, but without nerves; it propagates itself without reproductive apparatus. Yet, almost formless as these microscopic jelly specks are, if there be any truth in the theory of evolution, they are the living representatives of our most remote ancestors.

Geology enables us to read the history of the past life of our earth as recorded in tablets of stone. Here denudation, erosion, and glaciation have exposed to the inquiring gaze of the patient student the ponderous pages of the book of earth-knowledge, whose fruitful records challenge his best efforts to decipher.

Paleontology beckons us into realms where the animal and vegetable organisms of past æons lived, flourished, and died. Their ancient remains are entombed in the magnificent sarcophagi of palæozoic rocks and mountains.

And thus might we cite, one after another, the intellectual studies that go to make up the brilliant galaxy of the natural sciences.

It is well known to those who have given attention to the subject of the mind's development that the early years of human life are the most impressionable. From early infancy to thirty or thirty-five years of age, the life of man is essentially one of observation. From middle age until senility begins to deaden the faculties, man is a reflective being.

In early life the perceptive faculties are especially acute and active, and it is during this period that man lays in that store of information upon which to draw in after life when the ripened judgment is competent to arrange, classify, and digest the heterogeneous mass, and to evolve from it those great principles which enable the philosopher to formulate the laws of nature that form the basis of science.

The child of tender years, as soon as it begins to talk, and even before, takes its first object-lesson. Almost its first question is, "What is that?" The spotless leaflets of its embryonic memory receive their first and most lasting impressions from the answers to that simple question.

Given a toy, the child examines it, feels it all over, listens to it, smells and tastes it. In each instance the child has made an observation. The delicate nerves have telegraphed the results of these primitive observations to the impressive brain. The child has taken its first lesson in science. It has laid the corner-stone of that edifice which we call education. If not discouraged and frowned into silence by the negative and unsatisfactory answers of older and harsher natures, its perceptive faculties and mental grasp of facts will be expanded and developed side by side, and the youth will merge into manhood well equipped for the battle of life.

The mind trained by correct and orderly methods is symmetrically developed; its elasticity is unimpaired, its equipose as perfect as may be, and its possessor is admirably fortified for that "struggle for existence" which no mortal can avoid or escape. Besides fitting one to properly enter life's conflict for bread, scientific education cultivates his taste, crystallizes his ambitions, and ennobles his aspirations. It places in his hand a never-ending source of self-amusement and self-culture. Instead of idling on street corners, in bar-rooms and billiard saloons, or dawdling in parlors, drawing-rooms, and clubs, engaged in senseless, and often in ill-natured and injurious gossip, the individual of scientific proclivities strolls into the country, there to meet Nature face to face, and read the lessons which she has spread before him in every leaf, plant, tree, insect, and bird; in every grain of sand, pebble, and rock.

No object, however slight, either animate or inanimate, animal, mineral, or vegetable, that does not appeal to him in a language freighted with knowledge, pleasure, and enjoyment.

Observation and experience have led me to believe that our educators have generally pursued a course most prejudicial and destructive to the best energies of the mind. They have insisted upon iron-bound curricula embracing subjective rather than objective methods of instruction. When the perceptive faculties of the pupils are the keenest and their enjoyment of outward and surrounding objects the most natu-