reading is extensive, it must of necessity be often cursory.

RULES AND ORDER.

We have had occasion frequently, to mention the wants of many students, who desired daily access to the library. And now that the privilege is granted beyond our expectation, we are sorry to see so fine an opportunity for reading abused as it is by some students. From two until five o'clock the students have ample time to visit the library to read, not to loaf, nor to have a social chat. But we have noticed that there is an inclination among some students to disregard the real intent, and too often conversation and laughter are carried on to too great an extent. If this circumstance be the result of forgetfulness, we advise the purchase of a thinking cap at once.

The library room is sufficiently large for all students who can find time to visit it in the afternoon. But let two or three enter upon some exciting debate in the corner of the room, and the rest, who are present, might as well close their books, and enter into a common discussion. This disorder and disrespect should cease. If there is no other alternative, let the student, who knows not the purpose of a library, be denied its privilege. This may seem harsh, but two or three should not be allowed to annoy twenty or more. We are ready to advocate the wants of students, but after they are liberally granted, we as are ready to criticise if they are not observed and appreciated.

THE EDUCATIONAL VALUE OF NATURAL SCIENCE.

The great and distinctive peculiarity of the present system of education is the attention given to the natural sciences. The superiority of liberal culture in our day is doubtless owing to this fact. A distinguished American educator has made the chief departments of knowledge to be the formal, empirical, and rational sciences, and language. All these, as a rule, must enter into the make-up of a course of study if systematic culture is aimed at. A sound education cannot be built on a single branch of knowledge, but must be firmly established upon all its chief subdivisions.

Educators have found that the mathematics do not discipline the ordinary powers of observation. They are concerned with neither material nor mental phenomena, and lead one to insist too strenously on absolute proof. The rational sciences, on the other hand, tend to make one not only dogmatic but dissatisfied with the facts of everyday life, when they do not agree with the ideal world which these sciences build up around him. But the study of natural science corrects the evil tendencies of one-sided culture by disciplining the powers of observation and bringing us to the contemplation of the real.

The natural sciences are of great practical value. Some knowledge of them is indispensable, if one would be well informed on current topics. As the telescope has revealed facts concerning the world above us that stagger us with the grandeur and immensity of the universe, so the microscope has disclosed wonders before unthought of in the world at our feet. Explorers have penetrated into all parts of the world, and noted with the eye of the scientist, the new and ever changing phenomena that have met their gaze. Science, therefore, has become generalized. Imperfect though it may yet be, it has no longer a confusionary and local existence, but embraces the whole world in its scope. Natural Science has been brought to bear directly in the improvement and prosecution of many branches of industry. It has influenced other departments of knowledge, and is extensively concerned in the great problems of the time.

Of such a nature are the claims of the natural sciences as an educational factor;