

makes, and he smells the soil and the part of the plant with which he is dealing. Do you not remember the smell of the woods and fields in Spring, and the lingering odour of the leaves in Autumn; and do they not bring back to you every voice and every sound, every bird and every twig that contributed to your impressions at the time?

Six avenues for impressions and only two avenues for expression—the tongue and the hands; a little in the countenance when you are angry or pleased, but otherwise the two avenues, the tongue to say and the hands to do things. Now, if we get clean-cut impressions along all those lines of sense, we ought to give them a chance of getting out as expressions by both lines, and not only by one line. We ought to do that for the sake of the ideas, and for the sake of the boys. Both may thus be of use and benefit to each other—the ideas and the children. Children would become lovers of ideas, and ideas would nourish their minds.

SOME SUGGESTIONS FOR ADVANCE.

No doubt teachers in Canada would be willing to qualify themselves for this better sort of work in schools, if an opportunity were provided. It seems desirable and practicable to give such teachers the opportunity which they need.

I would suggest four ways in which beginnings towards improvement in the right direction might be made. Might not a group of ten rural schools in some locality be chosen in which to give an object lesson or illustration of this better education to which I have been alluding? If a competent travelling instructor were engaged, who would spend half a day of every week at each of these ten schools, would he not soon be able to train teachers and children into these better methods of nature study and give practical illustration of training these faculties of the children which too often are altogether neglected? In some other locality could not a group of five schools be arranged under the care of one travelling instructor, who would be a specialist in nature study and nature knowledge as well as a good teacher in the subjects which have been common in the schools in the past? Such a travelling instructor could then visit each of these five schools two half days per week and give the teachers and children together lessons in the school garden, and