

to leave school at an early age, it would be well if the teacher would, from the beginning, strive to direct their attention to, and inspire them with a love for, the works of nature. Call their attention to the beauty of form in the leaf and flower, the harmony of colours in the sunset, the order and symmetry of everything around them; teach them, in a word, to hold communion with nature. It develops the æsthetic faculties, it refines the mind, it humanizes the whole being. To assist in this matter, a sort of Natural History Society, (if we may use such a dignified title) may be formed in a country school. With a little extra time and trouble, short excursions may be arranged for the purpose of botanizing, collecting insects, observing the habits of birds, etc. Of course the pressure of other work may make the pursuit of these studies to any great extent almost impracticable; still, a few object lessons on these or similar subjects may be given during the winter months, and the practical work done during the summer time. An hour now and then would be sufficient, and would not be missed. Something of this kind is a necessity. How many of our school children, either in town or country, are able to tell even the names of the birds, trees or common flowers they see every day? The plants collected may be pressed, the insects and other objects preserved, named and arranged, and thus the nucleus of a Museum of Natural History may be formed, which can be easily increased and will prove a source of much pleasure as well as profit, not only to the teacher and pupils but to the whole community. As an evidence of the feasibility of such a scheme, we may refer to the Elora School Museum. It had quite a humble beginning, but by the indefatigable energy of its founder, it has assumed dimensions far exceeding the expecta-

tations of its promoters, and is to-day a credit not only to Elora but to the whole Province. Although all cannot hope to make such a collection, yet enough may be done to produce good results. Apart from the actual knowledge that the pupils gain from the study of natural objects, it teaches them to observe closely, cultivates a love for nature, and opens to the youthful mind an unlimited field of useful, healthy enjoyment that will be of lasting benefit. It is true the teacher may not be able to do more than give the child the merest glimpse of this wide field, but that may be enough. The simple analysis of the commonest flower, the critical examination of the butterfly, and a short explanation of its life and habits, may be little in itself, but enough to awaken a thirst for more knowledge, for a closer inspection of every-day objects which may ripen into a deep and lasting desire for truth, the production of which is the true end and aim of all instruction. We must remember that genius does not always shew itself on the surface. We may sometimes meet with a Burns, or an Edwards, or a Dick, such true admirers of nature that their minds, undirected, seek out her beauties for themselves, but with the majority of mankind this faculty must be developed; and who should be better fitted or has more frequent opportunities for the direction of thought than the teacher, controlling and guiding the mind, as he does, during the most susceptible period of its growth.

But the pertinent questions arise—How is the teacher recompensed for all this extra trouble? Does it pay? The fact that the pupils are benefited by his exertions is a sufficient reward to the right-minded, earnest teacher. But apart from this, it does pay both directly and indirectly. In the first place, since the parents and children take a greater interest in the school,