

The love of a master has nothing in it resembling these fits of maudlin sympathy. It is a feeling as earnest as it is sincere, constant as it is firm, one that is nowise diminished by one or all of those trivial defects, which, in the young, spring more from thoughtlessness than from any innate wickedness of heart; a love, moreover, that wills the more, from the very sentiment of all that the child has to expect from us, in the fulfilment of the mission of education that we have undertaken in their behalf.

And why should we refuse them our love, particularly when we consider how much they depend upon us, how much it is in our power to benefit them and generally how desirous they are to admit those benefits? Why should we not love the little creatures, and reflect how the whole of their future welfare lies in our hands; that their peace and happiness both in this world and in the next, in a great measure rests upon what we may do, or what we may neglect to do towards them! And loving them truly and sincerely how can we behave otherwise towards them than by giving an expression to that love by every action and display of demeanor in our power.

Let us love children after this manner and we will find no reason, whatever, to doubt of a return of affection on their part, nor to hesitate in establishing it the true and proper throne for discipline.

But with love for the child, let us also entertain a love for our profession, for that alone is done well which is done lovingly.

Education out of Doors.

Early tastes cast their influences over all our after life. The feelings we imbibe in youth become part of our nature, and it is often an Herculean task to get rid of them, even though our mature experience may teach us the fallacy of our early views. Now our tastes will greatly depend upon the habits and occupations in which we indulge. One of the great aims of education, therefore, must be to plant in children's minds those habits that will be serviceable to them in after life, such as truth, consideration for others, perseverance, industry, and many other similar qualities. The one to which we would now, however, principally draw the notice of our readers is that of attention and observation; and this habit is the more easily cultivated because nature has already planted it originally in our minds as an instinct. The first dawn of reason in a child is marked by his observing things around him, and as he grows a little older he breaks his toys to discover what is inside them, while his constant inquiry is how is this made? or, how is that done? We should endeavour to satisfy these questions, if possible, even though it may be at the expense of a little fatigue to ourselves, for to reply as some persons do, "never mind, you cannot understand it," repulses a child, and tends to repress the exercise of his intelligence, which our object should be on the contrary to assist and guide. There are of course times and seasons for all things, and a child should be taught how to be silent as well as how to speak; but he should clearly be made to understand that our motive for declining to satisfy his inquiries is not that we dislike the trouble it gives us, but that the time selected is not judicious, the mode of question objectionable—or that we have some other equally good cause for our silence.

Nevertheless a habit of inquiry will not, if left alone, produce all the good effects upon the minds which we could wish, as it will probably become desultory, and to prevent this a constant and watchful care will be necessary. Few things will assist us more in thus bringing out a child's intelligence, than teaching him how to look thoughtfully on all around him, to notice little every day occurrences, and inquire their meaning; and for such a branch of education there is no school so advantageous as the open fields. Every leaf and flower and insect can there be made an object of interest, for it is so easy to arrest the attention of a child, but we must be careful that our information comes naturally, and not as a task, or it will instantly cease to give pleasure. If a child feels he must not run hither and thither, but is obliged to walk straight by your side and listen to a lecture, he will soon wish birds, beasts, insects, flowers, and yourself perchance into the bargain a hundred miles off. No, let him be free as the air, never force your information, but quietly lead him to ask for it, and your best way of accom-

plishing this will be by *really* taking an interest in such things yourself. Probably there never was a child accustomed to ramble about with a botanist and see him eagerly searching in banks and hedge-rows for curious plants, who did not hunt for specimens also, and bring his nose-gay to his companion to be admired, and very possibly expained.

If a child sees you like these sorts of things he will soon learn to like them too, for by nature he is a copyist. If he observes you carefully opening the parts of a flower to examine its structure, he will probably open some of his, for he will like to see as much as his companion does, and then will come such a question as "Why are the seeds in my plant so different to those in yours?" or "What is the use of this or that part?" If he has gathered a dandelion in full seed, for instance, he will positively remark, "Oh! look, my seeds have little feathers to them," in answer to his observation you would then explain the object of these winged seeds; how by this means they float lightly in the air and are wafted from place to place. Such an explanation is simple enough to be remembered, and when he next comes across seed of a somewhat similar character, he will look at it with an intelligent eye, because he will understand its meaning. Or possibly after groping in the hedge-row he will come out with the seed of the burdock adhering to his clothes, and will complain to you of the 'horrid little sticking burs,' when the explanation will come most naturally that these burs are the seeds collected into a head and furnished with numerous hooks serving to attach them so closely to the hair and fleece of animals touching them, that they are sometimes carried for miles away from their native spot. Another mode for the wide diffusion of plants is thus brought before him.

Or perchance, if it is spring time, he may gather a handful of primroses and wonder why they fade so soon, even though put into water. Bid him the next time break off bunches of leaves and flowers together a little way below the crown of the root, and try how they will live in water. When he sees them for a considerable time remaining as fresh as when first gathered, he will naturally come to you for a reason, and you can explain to him that the surface of the leaves in plants is perforated with small pores through which the leaf breathes in air, the carbonic acid gas in which changes the watery particles drawn out of the earth by the root and forced into the leaf from a white fluid into green sap. This sap is then sent back through the leaf-stalk into the main stem, from which it rises again to all parts of the plant. He will now easily understand why his gathered primrose blossoms soon fade because water alone is not their proper food; they require sap also, and that they cannot obtain if separated from the leaves. This simple explanation and the experiment which accompanied it will at once give him an insight into that important branch of vegetable economy, the respiration of plants, and he will perceive how the absence of leaves in the winter arrests the growth of plants during that season. He will examine other leaves, and if you find him interested in the subject, ask him to guess why the leaves of plants that float in the water have pores only in the upper surface, and why those of submerged plants have usually none at all. He will perhaps answer that he does not know. If so, put some such leading question as this: What does the floating plant want to get through its pores? He will answer, "air." On which side does the air lie? "The upper." Then where should the pores be? "The upper, of course." He will probably catch your meaning; his mind will follow yours, and he will endeavour to work out the next problem you give him by reasoning in a similar manner upon the character and condition of the plant he is examining.

Or suppose a very probable occurrence, that in the course of his explorations he falls amongst the nettles, he will very possibly express a wish that there were no such things as nettles; he cannot see of what use they are. Point out to him the Peacock Atalanta, and tortoise-shell butterflies (and there is no child who does not love a butterfly), and then show him the caterpillar of these beautiful insects feeding on the nettle leaf as its favorite food, and you will easily lead him to draw the moral for himself that everything is of some use, and that all that God has made is very good.

Perhaps we have already dwelt too long on these simple examples of what may be done to interest a child in those things which are too often passed unheeded both by pupil and teacher. The animal kingdom presents a still larger field for our observation and instruction, and many a moral lesson will be insensibly learned as our pupil watches the habits and actions of the domestic animals to whom he is accustomed, or of the numerous insects he has hitherto passed unnoticed. Thus if you watch with him the busy labors of a colony of ants on a sunny day, and see them bringing out their stores to dry after the rain, his interest will be excited, and when next he passes the spot perhaps he will stop to see "what those