

a beetle or a butterfly, a frog, a snake, or even a toad. Everything is worthy of study from many points of view, and has a multitude of mental uses and direct lessons to teach.

The scope of Nature Study should as much as possible be confined to the simple elements of knowledge. It should not be taught to the scholar *by* the teacher, but studied by the teacher *with* the scholar, the teacher merely using his or her superior knowledge and experience in directing and encouraging the scholars to strive to learn for themselves from and of all things which come before them, in a word, to be self-dependent and not to trust too much to what they find in books written by others, but to examine and consider everything for themselves.

There is beauty in everything, but to what an enormous extent is that beauty hidden from human eyes ! How many of us go through the world with our eyes open but seeing nothing, because the scales are still before our eyes and we have not yet learnt how to look for and to see the beauty illimitable which is waiting to be revealed ! Nature Study properly directed will teach us to want to see and to want to know about the thousand and one useful things which many people have not yet learnt that there is any use in *even* wanting to know about. But seeing is not all that Nature Study will teach ; for, by natural sequence, the mind will be stimulated and instinctively strive to arrive at accurate conclusions, which, being founded on personal observations, will be held intelligently and with confidence.

Another objection which has sometimes been advanced particularly by teachers who have not as yet taken part in this latest development of education, is that the curriculum of studies is now so full that there is no time for anything more. This objection is quite natural, for there is frequently danger in making a change ; but we know that all progress is change ; and, in the case of Nature Study, if it is systematically undertaken, a very short time every day, ten or fifteen minutes taken from the school time, will suffice. It is no violent change that is suggested which would upset the old edifice of mental training, but, on the contrary, is a happy blending of recreation with the existing system of studies, by which the latter will be strengthened.

The experience of a thousand years has proved the wisdom shown in the choice of subjects used in the training of boys and girls, and there is no desire to do away with any of these ; but the object of giving a boy a lesson in geography is not particularly to teach him where Timbuctoo or Kamtschatka, or Kilimanjaro, are situated ; nor in history is there any great use in his knowing and remembering in after life—as far as making a good and useful citizen is concerned—