

faint at the sight of blood or would be horrified at seeing a horse thrashed, would never think twice of killing an unfortunate moth which had been attracted to their light, or of crushing a worm which was on their path, and yet perhaps the tiniest insect feels as much in proportion to its size as does the hugest mammal.

How can we remedy this matter? For every thinking person will agree that a remedy is required. Shall it be by legislation or by a Humane Society? Such would be of little use. The only remedy lies in the developing of a right sentiment and a feeling of responsibility, not in the adults for they can be reached only in a few isolated cases, but in the children.

CHILDREN MUST BE REACHED.

We must lead children to gain an insight into the world around them; they must see for themselves the beauty of animals and plants and the wonderful struggle they make for existence. By doing so they will gain a sympathy and love for Nature which must necessarily shew itself in a kinder treatment of and greater care for all her children. No child who knows the wonderful life history of the butterfly and has watched for himself its changes till it reached its last beautiful form, would ever heedlessly or intentionally tread a caterpillar out of existence. But the great necessity is that the child observe and find out for himself. By doing so he will gain a feeling of comradeship with all living things which will never utterly die out.

Here then is where the teacher can help; in fact it is to the teacher we must look for regeneration. Hence we have another argument for the new method of Nature Study which it is hoped will play so great a part in the education of the future.

It is evident that if children are taught the sacredness of life and their duty towards living things, and have gotten that feeling of comradeship which I spoke of above, there will be no need to ever think of asking them to be kind to living things, as this must follow.

I propose then to briefly consider a few reasons why we should study nature from this standpoint and to indicate very generally how it may be done.

It must be noticed that in the following all things having life are included, thus the vegetable as well as the animal kingdom must be thought of. The reasons, already mentioned, naturally fall into three divisions—*Æsthetic, Useful and Moral.*

THE AESTHETIC REASON.

Did you ever think how much of our enjoyment of life is due to the surrounding life? Not human life, but life of plants, life of animals, life of birds and life of insects. How much pleasure do we all feel when, in spring, Mother Earth awakens from her long winter's sleep and we see the first dainty anemone come pushing through the soil, the tiny grass blades peeping up, the earliest of the spring birds greeting us at our doors, or hear the cheery *caw! caw!* of that old villain, the crow. We are delighted to see and hear evidences of life just because it *is* life. Through the summer and fall there is such an abundance of life that we cease to consciously notice it, but if it were not there how we should miss it! It is part of our environment and we cannot realize how we should feel without it.

This feeling of love for life, irrespective of its beauty of color, form, etc., I venture to call "*Love for the Beauty of Life,*" and children feel this beauty of life around them far more than adults. The hum of bees, the chirp of the cricket or the song of the whip-poor-will means far more to them, for so full of life themselves they delight in all evidences of life.

In distinction to this beauty of life we have beauty in life, which manifests itself.