

Encourage the children to ask questions about the lesson, and by all means use simple language. Do not burden the memory, nor jeopardize the vocal organs, by requiring them to call the buttercup, "*Ranunculus Acris*," or the elder, "*Sambucus Canadensis*." They will easily learn those names after they become acquainted with the dead languages.

In the same manner, from the stones that lie in the yard, may be taught the first principles of geology. The pupils will delight to collect pretty pebbles in their walks, and you will be surprised to see how many really beautiful specimens will be brought together.

Sometimes talk about the flies that buzz so impudently around the children's ears, and walk so easily on the ceiling,—thus introducing *entomology*.

The variety of subjects for lessons from nature is endless. Teach the little ones to be observing,—to find some beauty or utility in all things; and thus they will be led to think of the wisdom and goodness of Him who "clothes the lilies and feeds the ravens." Thus their young hearts will expand with love for all God's creatures.

And above all, remember that by every new view of the wisdom and goodness of the Creator,—by every outflowing of love to His creatures, is hastened the approach of that time for which all true hearts long, while they offer the divine petition, "Thy kingdom come."

Massachusetts Teacher.

### THE BOYS.

THE correspondent of the *Independent* furnishes an interesting article on boys and their peculiarities. He says:—The restless activity of boys is their necessity. To restrain is to thwart nature. We need to provide for it. Not to attempt to find amusement for them, but to give them opportunity to amuse themselves. It is astonishing to see how little it requires to satisfy a boy-nature. First in the list, I put strings. What grown up people find in a thousand forms of business and society, a boy secures in a string! He ties up the door for the exquisite pleasure of untying it again. He harnesses chairs, ties up his own fingers, halters his neck, coaxes a lesser urchin to become his horse, and drives a stage—which with boys, is the top of human

attainment. Strings are wanted for snares, for bows and arrows, for whips, for cat's cradles, for fishing, and a hundred things more than we can recollect. A knife is more exciting than a string, but does not last so long, and is not so various. After a short time it is lost, or broken, or has cut the fingers. But a string is the instrument of various devices, all within the management and ingenuity of a boy. The first article that parents should lay in, on going into the country, is a large ball of twine. The boys must not know it. If they see a whole ball the charm is broken. It must come forth mysteriously, unexpectedly, as if there was no more!—For indoors, next we should place upon the list, pencils and white paper. At least one hour every day will be safely secured by that. A slate and pencil are very good. But as children always aspire to do what men do, they account the unused half of a letter and a bit of pencil to be worth twice as much as any slate. Upon the whole we think a safe stream of water near by affords the greatest amount of enjoyment among all natural objects. There is wading and washing; there is throwing of stones and pebbles; there is engineering of the most laborious kind, by which stones and mud are made to dam up the water, or change the channel. Besides these things, boys are sensitive to that nameless attraction of beauty which specially hovers about the sides of streams, and though they may not recognise the cause, they are persuaded of the fact that they are very happy when there are stones with gurgling water around them, shady trees and succulent undergrowth, moss and watercress, insect, bird, and all the population of the water courses.

Journal of Education, Upper Canada.

UNEDUCATED.—A parent who sends his son into the world uneducated, and without skill in any art or science, does as great injury to mankind as to his own family: he defrauds the community of a useful citizen, and bequeaths to us a nuisance.

WISDOM.—Lockman, the Ethiopian sage, was asked from whom he had received his first lesson of wisdom, answered, "From the blind, who never take a step till they have first felt the ground before them."