

such excursions in connection with the Nature Lessons, they are not obligatory. But there is no teacher who can do his best for his school without devoting some time to it outside of the regular routine. And the teacher who is not willing to do this is not, in my opinion, worthy of his profession. It is only by the practice of self-denial that teachers will ever attain to that influence and efficiency which will enable them to do the work which lies before them.

In conducting these Lessons the teacher must ever keep in mind that it is not their object to make scientists of the children. It is not the aim of the common school to specialize in any direction. A specialist in science who is ignorant in the other great divisions of human knowledge, and has no appreciation of poetry or art, is as unsymmetrical a being as an equally narrow-minded specialist in any other department. If such men are needed it is not the business of the common school to produce them. Let us strive to teach so that as our pupils' acquaintance with natural forms and processes widens, so will their appreciation of the beautiful in nature and reverence for its Author deepen.

"Let knowledge grow from more to more,
But more of reverence in us dwell;
That mind and soul, according well,
May make one music as before,
But vaster."

Hoping that this little book may be able to establish by its *doing* its right to *being*,

I am,

Yours sincerely,

JOHN BRITAIN.