

of objects about which they were to find out facts as best they could, the work might be easily done. But it is neither the one nor the other. The main question for the teacher is, what is the best way to bring the material before the pupils in order to get the most self-effort from them? A question is always a challenge to a child, especially if that question is in the shape of a problem to be solved, e.g., where do the birds that remain with us all winter secure their food? On what kind of day do the streets dry up fastest? In what part of the sky do you look for a new moon? How is a duck specially adapted for swimming? Why can it keep warm while swimming in cold water? By questions such as these the children are kept on the alert looking for something on which they are to report. Thus are they learning to look around them and soon the habit is formed. Another thing in which the teacher must be very careful is not to discourage pupils by forgetting to take up problems thus set them, or by giving little attention to objects they may bring in for examination. Children are very sensitive in this matter and a little thoughtlessness on the part of the teacher may cast the shadow of discouragement over them.

The time of year, too, must necessarily influence the work to be done, e.g., spring time is the season for the germination and planting of seeds, the setting out of flowers, the opening of buds, the return of the birds, etc. In the fall, comes fruits and seeds, the means of dispersion of the latter, caterpillars and cocoons. Some topics may require more than one season to work out, e.g. the metamorphosis of a butterfly, the growth of a plant from seed to fruit, etc. The weather we have always with us; and it furnishes many interesting topics for investigation.

Many of the lessons in our readers abound in nature study topics and furnish an excellent means of treating it incidentally. In our general literature too, is to be found much, both in prose and poetry, which is descriptive of nature, and the reading of which by our pupils will do a great deal to create a disposition to become better acquainted with her. Moreover, this incidental treatment of the subject is of great value and does away with the excuse of lack of time for more formal nature work.

The teachers of this city have every advantage in cultivating the acquaintance of nature. I know of no other city offering like facilities. Here live many of the best experts in Canada who are ever ready and willing to render assistance, and an association with whom is an inspiration in the work. You have here also the Field-Naturalists' Club, an organization of wide reputation,