

men. A blockhead is one who cannot discriminate. To him the world is a "land where all things always seem the same." The man of brains is the very reverse of all this. If he is anything at all he is discriminating. To him no two objects are exactly alike." We need not take such a distant view as this writer takes, the power of discriminating is not necessary for great men alone, it is the characteristic of the really valuable, the useful, the successful workers in any department of work. The writer, who, through lack of observation, makes his characters and his scenes unnatural, is not a success. The artist of merit has spent a long time in noting and comparing various objects. The musician must know from experience how sounds should harmonize. The skilled artizan is the one who can note minute differences in various objects, whilst he to whom "all things always seem the same" is a failure in any walk of life. What studies will best awaken and develop the powers of observation? Whilst we readily admit that all branches of study, if properly taught do call into play these powers, we claim that all the study of Natural Objects is of the highest value in this connection. The most observant men, I think, are those who have spent some time in the study of some department of Natural History, scientific men, as we generally call them; whilst the inventor's most valued productions are obtained from observing modes of action of forces of nature.

Natural objects have attracted the child's notice from infancy, in his own way he has observed them and instituted certain comparisons, surely a more careful examination of pebble and flower and insect, near the teacher's eye, cannot do otherwise than develop the observing and comparing faculties of the pupil. Of the various departments of Natural History, Botany, the study of plants, is best adapted for our schools. In studying it no expensive apparatus is required, while the materials for study are on every hand in great variety. At the same time it is not inferior to any other branch in its tendency to call forth the observing and discriminating powers.

Now, doubtless, there are many who will admit it would be well to have this subject taught in all our schools, but as circumstances are at present it is impossible, they say. Let us notice some of the objections brought forward. Some will say we teachers have scarcely any knowledge of the subject ourselves and how can we