

of his after life. Nature is the great source of truth, beauty and purity; but the only time to inspire a real love of nature, is while the child is still plastic and tender, before the onrush of the material stage.

More than this, nature study has extraordinary psychological value. It trains nearly all the powers of mind. One can easily see how well-conducted nature lessons will develop accurate observation, insight, and independent judgment, as well as the tendency to test opinion of fact. The children are kept alert and active asking questions of nature, and waiting and watching for her to answer them. Nor are body and soul left to chance while the mind is trained. The methods of nature study prepare for technical education and in fact include it. The conditions of study are invigorating, requiring and encouraging much out-of-door work. Vivid and healthy imagination is greatly increased by direct contact with nature, as well as good moral discipline.

We must not feel that it is necessary to neglect other subjects in order to introduce this course, for there are few subjects with which it is not directly related. In an informal way, the children may be led to observe nearly all the phenomena with which organized science deals, while at the same time they gain what is vastly more important, a deep insight and intense love of nature. Nor should the study of nature be limited to the lower grades and kindergarten methods. It is just as interesting in the higher grades and becomes a gradual and easy introduction to the organized and technical science of the High School, thus leaving no hard and fast line separating "lovely nature and awful science." It will not be hard to interest the pupil in the branches of science if it has grown up with them.

There are apparent difficulties in the way of a thorough nature study course. In the first place the material

is not so ready to hand as the school texts, crayon and blackboard, though it is always available with a little forethought and effort. The method which requires considerable field work is more trying; we know that it is more difficult to control a bevy of children in the open air than seated in the close rooms. This subject as no other taxes the skill of the teacher. In the nature of the case the greater part must be left to the taste and originality of the teacher, but unfortunately the present school system has little confidence in these. These however are no adequate excuse for depriving the children of the most refining and universal influence at hand for their development.

The teacher's great power, in making nature study all that it may be, is his own living interest and sympathy with everything around him. If he cannot lend this enthusiasm perhaps the lessons might better not be attempted, though somehow while we teach the little folks to name the surrounding objects, they teach us to love them.

Hockey.

The O. N. C. team consists of Woodward, goal; Sissons, point; McPherson, cover; Lowe, Trench, Summers, (capt.) and Armstrong. The boys have been doing very well indeed, having never so far lost a game.

MATCHES AND SCORES

- 1.—O. N. C. vs Bank of Hamilton, (the leaders of the bank league). The result was a draw.
- 2.—O. N. C. vs Bank of Hamilton, 9-1.
- 3.—O. N. C. vs Molsons-Commerce-Montreal combination, 5-2.
- 4.—O. N. C. vs Tigers, (the leaders of the intermediate western series). As the result of a desperate struggle the score was 3-1.
- 5.—O. N. C. vs Bank of Hamilton, 7-4.

Three cheers for our jolly good fellows!