peculiarities of a pebble, a bug, or a bird, will all the more readily retain the impression of what a word looks like, and thus improve in spelling. The scholar who has been taught to examine critically the characteristics of foliage or efflorescence in a plant will remember more vividly the features of a map—will be better able to draw an outline of any object he has ever seen, and to understand more intelligently those *viva voce* explanations that every teacher must frequently make use of.

It is scarcely necessary to say, that in teaching natural science, it is indispensably requisite either to have the objects that form the subject of the lesson in the class, or to have previously directed the attention of the pupils to where they may be seen. As already indicated, there will be no want of interest on the part of the scholars, even should the lessons fall considerably short of the teacher's ideal in regard to what they ought to be, or what they might be. For a month or two, it may be well to take up any common specimen, whether furnished by a pupil, or provided by the teacher himself, until an interest in the study has been aroused on the part of all concerned. After a while, some more methodical arrangement may be adopted. Something will depend on the locality of the school, no doubt; still, a good deal may be done in most of the branches of natural science, in connection with almost every school in Canada. A vote of the pupils may decide as to whether the subject for three months shall be stones, insects, fish, birds, quadrupeds, or plants. Each scholar might provide himself with a small book in which to make a memorandum of names, questions, observations, remarks, and other notes, for the season. The specimens should next be procured. It will be found not unfrequently that many of those are worthy of preservation, thus forming an interesting little stock of material to fall back upon for reference or casual remark in the future. In places favorably situated, a few cases may be provided to protect specimens, whilst some might even go the length of organizing a small museum. The effect on the school would shortly be apparent, not only in the aptitude with which questions are answered, but in the ingenuity with which queries are propounded. The programme affords ample room for the introduction of this study in the shape of object-lessons, and it will be well worth the while of teachers to give it a trial for a few months, if only to the extent of one hour per week, and this is fully as much time as even Tyndall and Huxley have demanded for it as a study in the schools of England.

In the preparation of a paper such as this, it would be easy to adduce prolific testimony in proof of what has been stated, and to add many other reasons for the pursuit of natural science study; but the aim has been, not so much to write an exhaustive essay, as simply to lay before the public school teachers of this country, in a plain, conversational style, some of the advantages likely to arise from even the humblest efforts to induce our young and ardent countrymen to scan, at least, a few pages in the great book of nature, and to grow up men of exact and varied information, disciplined by observation, wedded to truth, and lovers of the true and beautiful.