

should be omitted, and this might undoubtedly be done with advantage in many instances, but it cannot be in all.

As I have given details in my bulletins of inspection, it does not seem necessary to repeat in this report,

I have the honor to remain,

Sir,

Your obedient servant,

H. HUBBARD,
School Inspector.

BOTANY FOR ELEMENTARY SCHOOLS.*

BY J. T. DONALD, M.A.

Thomas Carlyle in his well-known work on Heroes and Hero-worship, remarks that all a university can do for its students is to teach them *to read*. Principals and professors in our Colleges are agreed that this statement is correct. It is no uncommon thing to hear the college authorities when taking leave of their Graduating Classes, warning the graduates that they are not yet learned men, and that the best their college can do is to teach them to acquire knowledge for themselves; or, as Carlyle puts it, how to "read." If teaching to read be the highest function of the University, surely our Elementary Schools may not attempt more. But again the average time spent at school by the inhabitants of this province is very short,—not more than two years, I think, I am safe in saying. In that time the pupil can learn but little of any subject; how important is it then that during his few school days he be taught how to read in the sense in which Carlyle uses the word, i. e., how to gather knowledge from objects around him, so that he may be a ready learner after the school days are over. What faculties should the course of study in our schools aim to awaken in pupils in order to teach them how to acquire knowledge?

The answer is, I think, the powers of observation and comparison. In the words of a recent writer, "the power of seeing contrasts, of discriminating, is one of the chief characteristics of great

* Read before the Provincial Association of Protestant Teachers in convention at Lachute, October, 1883.