

water, vegetation, air, and sky, around them? A few daily hints from a competent teacher would enable them to make their daily tramp to school more pleasant, and therefore their school more delightful. It would also open their eyes to the natural beauties of their own homestead, and to the laws which underlie the successful pursuit of those industries which are of primary importance in supplying mankind with the means of physical life, and in laying the foundation of a prosperous and happy country. To the lack of effective instruction of this kind in our primary schools we must attribute the tendency in the old solitary book-drill of making too many of the young pupils think more of city, foreign or professional life than of the possibilities of the intelligent development of farm life. And so of other industrial occupations. By developing this side of the school life, the tendency will be to increase the number of intelligent young men who will devote themselves to the producing industries. And at the same time, the standard difficult subjects of the school will also be more successfully mastered by the pupil, for the object lesson on nature is play or recreation, which will enable him to return to the severer work with renewed freshness. It is a play, but it is a useful play.

In order that even untrained teachers should not misapprehend the nature of this work, the amplified course of study printed in every Register indicates the trend of these lessons towards "Agriculture, Horticulture, or any local industry," under these general directions:—"69. *Lessons on Nature.*—The noting, examination and study of the common and more important natural objects and laws of nature as they are exemplified *within the range of the school section* or of the pupils' observations. Under this head pupils should not be required to memorize notes or facts which they have not at least to some extent actually observed or verified for themselves." And in the *Journal of Education*, in the contracted course suggested for country schools, directions are given, concluding with the following words:—

"It must be remembered that the memorizing of notes or facts merely stated to pupils is strictly forbidden under this head. Such memorizing is pure cram, injurious instead of being useful. These lessons are intended to show pupils how they may find out the facts and laws of the world for themselves. The lessons must be direct from nature itself, but under the guidance of the teacher who can save time in bringing the pupils to the point desired from his own more mature experience. They are intended to train the observing and inductive faculties, to show the true way of discovering something of the nature of the world which immediately surrounds us, and which is and will continue to be reacting upon us in one manner or another. This knowledge is so much power over nature from which we have to win our material existence."

The average time absorbed in this work daily is less than *six and one-half* minutes.

A word may be here said on this *six and a half* minutes recreation, with respect to some of its peculiarities. A definite list of objects for each grade would be altogether out of place in a general provincial course of study, because the lessons must be taught from the object as in nature, and the natural environments of pupils in different sections of the country are different. The teacher, therefore, should select the objects from the most convenient and interesting within the pupil's scope of observation,