

As an example of patience not at all uncommon, and one which I select simply because it met my eye the other day in a newspaper, let us take this :—"Professor Calderwood, of Glasgow, speaking of insects, quoted Sir John Lubbock with reference to their position in the order of development. Sir John said that though the anthropoid apes ranked next to man in bodily structure, ants claimed that place in the scale of intelligence. *Once he watched an ant working, and it worked from six in the morning to ten at night, without intermission, carrying one hundred and eighty-seven larvæ to its nest.*"

The field of observation in a greater or lesser degree is open to us all, if we but feel disposed to take advantage of our opportunities. There is an immense amount of curiosity innate amongst our raw material—our scholars. They, with a little judicious direction, may be taught the proper use of their eyes—something that a few of us older people have yet to learn, but which it is feared we now never will learn, any more than we would be likely to take to reading or writing, if the golden opportunities of youth had been allowed to glide past unseized. Young folk generally, not having attained to the possession of that peculiar condition of mind we call pride, are anxious to become acquainted with their poor relations. There are few other subjects in which children, boys more particularly, take so much interest as that of animals. Stories about bears, lions, whales, and sharks, possess never-ending interest, and so would stories about raccoons, ground-hogs, and squirrels, if we only knew as much about them as we do concerning the former larger and further away animals. What we should do with our scholars is to excite an interest in them respecting their surroundings; to put them on the scent

as it were, although even this is not always required, there being at least one of our poor relations scientifically known as *Mephitis Chinga*, who himself succeeds admirably in putting both old and young on the scent, and whose power of attracting attention to his whereabouts is the subject of family lore at every fireside in the Dominion.

It is quite astonishing, too, how the tastes of our young disciples will be found to differ in the objects upon which they lavish their attention, after an interest in their poor relations has been aroused. Beetles (or as commonly called, bugs,) will engross one boy; butterflies, another; perhaps insects generally, a third; whilst others will take to birds, or fossils, or plants, for plants also are remotely connected with ourselves.

It is too much the fashion in these times for every man or class of men riding a hobby to clamour for its admission into the Public School course. In this way the claims of political economy, cookery, sectarianism, Christian morals, agriculture, telegraphy, phonography, and the Minister of Education only knows what more, have all had their advocates. We who have the work to perform know how difficult it is to get along with what is already cut out for us to do, and have, therefore, no desire to see the trouble aggravated by the addition of one or more *ologies*. What I would, therefore, plead for in our schools, both High and Public, in connection with cultivating the acquaintance of our poor relatives, is not so much that Natural Science should be placed authoritatively upon the programme, as that we—the teachers—be required to know somewhat of Nature's operations, and that our text-books furnish us with a reasonable amount of suitable matter, enabling us to bring the subject immediately before our pupils in such a way that upon leaving