

must try another. If according to Dr. Erasmus Darwin, "A fool is he who never tried an experiment," to how many of us does the definition apply? It is ennobling too. Only the natural scientist can exclaim intelligently, "Great and manifold are Thy works!" Neither is the liberal tendency of the study its least merit. The true student of nature learns to look beyond the narrow limits of time, country and creed; to regard every man as a brother, and if he be an evolutionist, as most are, to look upon the whole animate creation, in the words of "Pinafore," as "His sisters, and his cousins, and his aunts."

Scant as is the notice this study has received at the hands of our educational authorities, we find it making rapid headway in the mother countries, notably in Germany and our own Britain. It is almost impossible now-a-days to read a newspaper, or even a novel, without stumbling across some allusion to biological research. The press is pouring forth every year thousands of works having a direct bearing upon physical science, which has only succeeded, during the life-time of every one here to-day, in taking its proper place in the fore-front of those subjects that occupy the attention of intelligent men.

As a matter then of self-protection, or self-preservation, as teachers, we should see, in such a case, that we are not left behind. Even on the ground of being fashionable (and probably this will appeal to the feelings of the ladies), it is our duty to pay some attention to what all the rest of the world is talking about, to provide ourselves against being compelled to sit in any company "mute, inglorious," and abashed listeners to conversation beyond our depth; conversation which, from the position we hold, it ought to be our privilege to lead. In the meantime, and until we prepare ourselves in this as thoroughly as the law compels us to do in other things, we must just go on like educational quacks, administering to our juvenile patients doses of arithmetical astringents, and grammatical cathartics, utterly oblivious of the inherent curative properties possessed by Dame Nature, the mother of us all.

From the point of view assumed in this paper, it must appear evident how woefully deficient all our text-books are. They are as well adapted in almost every respect for Great Britain as they are for this "Canada of ours." That these books have the commercial tendency already complained of, a momentary glance will show.

Our cousins in Newfoundland are wiser than we in such matters. In the geography of that island for the use of schools, published in 1877, by Mr. Jas. P. Howley, out of the 70 pages the book contains, 30 pages are devoted to brief but concise descriptions of the climate, soil, timber, metals, minerals, mammals, birds, fishes and insects. There is nothing like this, so far as I am aware, in the whole of our series. We are afforded texts in immense variety, and behests to make use of them, for the analysis of complex sentences, and the parsing of oddly

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