

and not stories of Mrs. Wren and Mr. Woodchuck, unless, perhaps, to the juveniles, but articles by standard writers on nature subjects, as our own Grant Allen, Sir William Dawson, and Earnest Seton Thompson. This will be a profitable combination of nature teaching by oral lessons and from books.

Facts do not interest as quickly as the reasons for the same. For instance, the facts that some flowers open only in sunlight, others in twilight, and others again in midnight darkness, are interesting, but the reasons for them will make a deeper impression.

We must often admit, however, that our explanations are only placing the mystery a step farther away, we solve one mystery by holding up another, and think our explanations very lucid. The ways of plants are inscrutable and past finding out. Said Grant Allen, in one of his earlier essays on plants, "We underrate their unconscious intelligence and their guileless cunning."

We need not discuss evolution, but we need not be afraid to explain to the pupils that some flowers open in the evening apparently for the purpose of meeting a moth of nocturnal habits, why that moth did not dare to make an appearance in daylight, why it should have such a neutral color and the blossom which attracts it an almost phosphorescent white, why the latter should have such a powerful perfume, while another of the same genus—*Nicotiana* for example—opens in the daytime and is *red* and *scentless*, why other butterflies and moths can flaunt their gay colors with impunity.

Mimicry in nature ; offensive and defensive weapons of animals ; inventions of man anticipated by animals ; warfare in vegetable life ; warfare in animal life ; friendly alliance in each ; nature's equilibrium and the danger of upsetting it—as in the case of the English sparrow in America, the rabbit in Australia, the mongoose in the West Indies, and the water hyacinth in Southern rivers. Such subjects as these can be treated briefly, but in such a way as to set pupils reading books much more profitable than the many pernicious novels that fall in their way. We can hardly estimate the good done a pupil when he is led to select and read, by his choice alone, books relating to subjects such as the above.

The pupil who has a taste for the literary masterpieces, and who reads them, will get information thereby, but he may not be reading it for that purpose, but for amusement. On the other hand the pupils who voluntarily select reading matter pertaining to nature studies does