he extended to the Club and its friends on the occasion of its first meeting in the Normal School. The Club is welcome for two reasons :— First, because its work is part and parcel of the great work of aducation, to which this institution is dedicated; secondly, because of the fact that many members of the staffs of the Normal and Model Schools, are active members of the Club; and the Normal School students—to their profit and pleasure—are made welcome to the lectures and excursions.

The Ottawa Field-Naturalists' Club is one of those working bodies of Scientists, who in the language of Shakespeare, find "tongues in trees, books in the running brooks, sermons in stones, and good in everything."

The study of natural science when prosecuted aright, cannot fail to be productive of immense benefit during all the future career of the student. It communicates knowledge of great practical value in almost every sphere and pursuit of life. It has been well said :—" It will not be difficult to show that almost every new and valuable invention, from the spinning-jenny to the telephone, which has increased the control of man over nature, economised his time, or added to his comfort, is the product of scientific knowledge, and often of experiments and researches which had, at first, no merely utilitarian purpose, but were undertaken with the sole and simple object of discovering the secrets of nature, and of revealing truth. And there is not a single lesson by means of which you can convey to a learner a strong interest in any one department of physical science, which may not develop itself, as it works and germinates in his mind, into results and discoveries of unexpected value, and add enormously to the resources and to the enjoyments of mankind.

And, if the study of Natural Science is of inconceivable value in all the practical pursuits of life, it is equally advantageous, in the disciplining of mind. Prof. Huxley, in a lecture on scientific education, puts the matter clearly, thus :—" If scientific training is to yield its most eminent results, it must be practical—that is to say, in explaining to a learner the general phenomena of nature you must, as far as possible, give reality to your teaching, by object lessons. In teaching him