

addition to this there is a little singing to act as a tonic for the school, a little drawing to keep little hands usefully employed, and occasional oral lessons during the week upon the use of English, upon geography, upon Canadian History, upon useful knowledge, and upon physiology and hygiene. This covers the whole course, with the exception of the optional subject of French; and yet many who glance at the course and find it divided into thirteen sections are shocked at the ignorance and stupidity of men who could so overload the minds of children. It never occurs to them to examine how this course is to be applied, nor to reflect how a child is trained in the school of Nature. They could soon discover (1) that it was never intended that a child should cover the whole thirteen departments of work in one day, and (2) that the child in Nature's school carries on his investigations in more than twice thirteen subjects side by side, and that the motto of early childhood is *multa non multum*: a little of many things—not much of any one thing. The course of study imposed upon young children by Nature is far more extended and far more varied than our school course, and children thrive and make rapid progress in Nature's school. The variety of subjects presented for examination by Nature is the very life of the child, and the younger he is the more rapidly he passes from subject to subject, and the sooner he wearies in the consideration of a particular subject. A child has been likened to a narrow-necked bottle—you can only pour in a little at a time. If you exceed the proper amount it flows over, and is lost. You can only teach so much reading and arithmetic in a day—the remainder of the time must be filled in with something light and interesting. Our course of study, while giving the fundamental subjects the prominence they deserve, provides variety and occupation for the pupils in other useful subjects. If those who are distressed at the extent of the educational bill of fare which has been provided for our elementary schools would follow these children to their homes in the neighbouring farmhouses of an autumn evening, and examine the stores that have been laid up for the winter's use, they would scarcely survive the shock. As they reviewed the vegetable list of potatoes, turnips, cabbages, beets, carrots, squash, and pumpkins; the grain list of wheat, corn, buckwheat, oats, beans, and pease; the apples and small fruits in endless variety; the meat and fish, butter and cheese, milk and tea and sugar, etc., they would turn to the farmer and ask what he intended to do with all these. They would, no doubt, be told that this was the ordinary winter's supply for his family of young children;