

encouragement. He will forge ahead under any conditions, and make up by energy and ambition what may be faulty in the method. In other words, the better the student the less the need of a teacher—but, the greater the need of good text-books. Of course he might be a model in respect to his devotion to science, and be a lamentable failure in other departments of work, but we are not discussing other subjects just now.

But the teachers addressed here know that another kind of pupil is in the majority—he who considers all lessons a bore and as likely as not the teacher his natural enemy—who takes his information on science or any other branch of study in homeopathic doses. These are the burden of the teacher's daily toil, to win these should of course be his greatest ambition. And it may be said of the different departments of nature study, that nothing can be more successfully employed to not only get him interested in at least one study, but to gain his confidence as a friend.

How we should begin is a fair question at this stage. Many things, none of them very new, can be suggested as being likely to excite an average girl or boy to a love of scientific knowledge.

Oral lessons in winter, using specimens of minerals, of pressed plants and wild flowers from your little herbarium, pictures of birds and an occasional mounted specimen or bird-skin, these will make the pupil long for spring-time with return of bird and swelling of bud.

Or the lesson may be wholly deferred till spring, and then the teacher may pursue a like course—using fresh specimens gathered by himself or pupils.

Also, I have begun by casually examining a flower or other vegetable structure under a small microscope, doing this at recess or at least when the school was not in session. The pupils, prompted first by curiosity, surround the desk eager for their turn to have a look. It might be only pollen grains, but the pupil will be greatly interested to learn that what looks like yellow dust is made up of yellow grains of definite shape and different from pollen grains from other flowers. Promise a little talk, not a lesson, on the work of this pollen, and they will hold you to your promise.

Interest once aroused it must be sustained; above all enthusiasm must be taken at the flood.

Lessons should be short, largely oral and occasionally supplemented by magazine or other articles on popular science, not sensational theories

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