

study by teacher and pupil alike, and there is nothing in the present effort to prevent such a charge being made, and such a feeling from springing up in connection with the present attempt to make the study of botany a part of the course prescribed for our public schools.

The great question is—are we to consider this *dryness* as an essential and inherent element in the science of botany? Cannot the study of this useful and delightful subject be prosecuted by a class, with such a degree of pleasure as will make it an agreeable recreation rather than a dry, repelling pursuit? How few can be found in an ordinary community who love not flowers! This admiration for nature's handy-work as seen in the flowers that beautify and adorn the earth is confined to no class, but is found as vivid in the ranks of the illiterate as among the most cultivated. One would naturally think that a subject which addresses itself so forcibly to the taste and sympathy of all should elicit some inquiry, some curiosity regarding the different parts of the plant itself, the organs of growth and reproduction, and the peculiar functions of each. When one looks around him he is struck with the endless variety of plants and flowers that meet his eye at every step, while the beauty of their colours, the delicate symmetry of their forms and their sweet fragrance excite in the mind the most agreeable sensations. There is surely something amiss in the usual manner of treating a subject whose material development is surrounded with so many attractions, and whose physical forms and beauty excite an admiration so general, when we find students in such numbers turn away from the study in the course of a few weeks, and even those in our colleges dipping into the science no farther than necessity compels them.

In the first place, in order to make this branch of science as attractive to the student as it ought to be, the teacher should be master of it himself. What means have been adopted by the Council of Public Instruction to secure teachers competent to give instruction in this branch, now that it has obtained a place on the curriculum of the Public Schools? Is botany taught in a scientific manner in our Normal School? Are the students of this institution, in which are trained our Provincial teachers, made acquainted with the *Flora* of Canada through actual forms and specimens, or is the teaching the same as that introduced into our Public Schools, consisting of a series of hard technical terms, explained, or attempted to be explained, by a few imperfect plates in a text-book? If this be all, and we have good reason to fear it is, then a failure on the part of the teacher and his inability to interest his class might have been predicted with safety from the first.

With a teacher pretty well up in his subject the matter might present a different aspect. Give such a teacher an hour and a half or two hours in the week, and he will have no complaints of the dryness of the subject, nor of unwillingness to follow it up on the part of the pupils. He would most likely divide this time or whatever he could spare into two parts, the one devoted to book-work, the other to a practical application of the science. If the weather be fine, the teacher will occasionally take his class with him into the grounds, the fields or the woods, and illustrate there the principles he has been teaching in the class-room. A flower is taken up, the plant classified, and the principles upon which this classification is made pointed out clearly to the students. The flower is examined, the different parts taken separately, each examined by itself, and if need be, magnified with a convenient microscope, the peculiar formation of each part accurately pointed out, and its function explained. The root, the stem, the leaves may all undergo a careful inspection at the same time; the food of the plant, the organs of growth, and the mode of action explained. The form of the leaf will be pointed out, the name it receives from this form, even the peculiarity of veining in the leaf, and the manner in which they spring out along each side of the stem or branch, made a subject of careful study, with the designation assigned to each variety.

Suppose one pupil presents a flower of a peculiar shape, the teacher calls it a *Raceme*, another he calls a *Corymb*, and a third still he calls a *Panicle*; and he invites his class to collect specimens of each kind, after he has explained the distinctive peculiarities of each, and the manner in which they may be classified in this way. With what interest will they set about a task so pleasant! How their knowledge will be extended in a few lessons! How their powers of observation will be cultivated; and how enthusiastic they will become in collecting specimens, and in classifying those they collect! There will be no dryness in this pursuit now, simply because they are under the care of one who understands his subject, and the investigation is pursued in a manner at once interesting and instructive. The same course might be pursued in the class-room, were the pupils to bring specimens and the teacher to assist them in the naming and classifying of each. In this manner the study of botany would soon become a favourite pursuit with the students, and the time devoted to it would be well, pleasantly and profitably spent.—*London Free Press.*

9. RE-UNION AT THE CANADIAN LITERARY INSTITUTE.

On Tuesday, the 14th October, after a collation in the dining hall of the Institute, all proceeded to the spacious lecture room, or chapel. The business was opened with prayer, when, on motion of Mr. Pavey, seconded by Mr. R. W. Sawtell, Rev. Dr. Fyfe was called to preside. The Rev. President referred to the object of the meeting briefly, and introduced the Rev. Dr. Casswell, of Toronto. This gentleman is an exceedingly pleasant speaker—evidently a man of the world, and withal full of the graces that belong to the Christian. Like most Americans, he enlisted the attention of his audience by a well-turned period of a humorous character. He said he had been invited, with others, to make a visit to Washington, and to call on the President of the Republic, but he had preferred this occasion and the call of the worthy President of the Canadian Literary Institute. Having secured the good opinion of the meeting, he next proceeded to impress upon the people the advantages, educational and otherwise, of the Institute. He followed with startling premises—to many at least—that education without religious training was like seed cast among stones. He contended that such was the enlightenment of the present day—such the advancement of scientific achievements—such the scepticism of the age, that the youthful mind required, nay, should have the watchful guardianship and culture which only could be given by one devoted to the cause of Christ. He referred to the excellent economy and discipline of the Church of Rome, that took care to have its roots placed deep in the youthful mind. He was not in favour of a State Church, but he was emphatic in his advocacy of denominational teaching; and of course he looked upon the Canadian Literary Institute as fully capable of all that was required for this church. The Rev. speaker enlarged on the necessity of higher education. The dull axe, with force, might accomplish its work, but the sharp and polished edge was the more effective; and denominations that took no heed of this requirement were certain to fall into disrepute. Nor was it sufficient that ministers alone should be taught. The higher walks of life, men in Parliament and the municipal councils, require cultivated intellects. He then referred to the liberality of individuals who of their abundance had left a heritage to their fellows, and said that no better use could be made of the blessings bestowed by the Giver of all good than the endowment of institutions for the culture of the young; and he appealed to those present to evince gratitude for the blessings enjoyed by contributing to the support of the Canadian Literary Institute. The Report of the Treasurer, Mr. Sawtell, was read, showing that upwards of \$28,000 had been spent in the last year on the new apartment intended for the ladies. The Report seemed eminently satisfactory. Hon. W. McMaster, in moving a vote of thanks to the management, paid a high tribute to Dr. Fyfe, who he said had twice been his spiritual adviser, and to whom the denomination and the Institute were deeply indebted, as well for the high religious standard reached as for the scholastic and financial success attained. This resolution was followed by another in respect to contributions in aid of the Institute, and a goodly sum realized; and the pleasant meeting separated.

The ladies' department is now under the care of an efficient staff. Miss Dorr, Governess, is a lady of winning manner, and Miss Brown and Miss Fanches, in their respective duties, appear quite at home. The prospects of the Academy certainly never were brighter than at present.

It was moved by the Hon. W. McMaster, seconded by W. Craig, Esq., of Port Hope, "That we, the brethren here assembled from different parts of the country, having surveyed the Institute buildings and surroundings, and especially the recent additions and improvements, Resolved, that we feel greatly pleased and gratified on witnessing the results of the wisdom, foresight, efforts and pecuniary expenditure put forth, and consider that our beloved brother, Dr. Fyfe, and those associated with him, deserve the gratitude of our denomination throughout the Dominion, and in the future their generous and hearty support."

PAPER READ BY R. W. SAWTELL, ESQ., TREASURER.

The origin of the Canadian Literary Institute is of such recent date that there are few present unacquainted with the general outlines of its history; and it would not be proper for me, on the present occasion, to anticipate the labours of some future historian in relating facts now known only to a limited number of persons, of its early struggles for existence, of the prejudices allayed, the obstacles encountered and surmounted, the incessant vigilance required to guard it in its infancy and youthful weakness; the great and continuous responsibilities of the charge, and the self-sacrificing labours of a small number of devoted men, some of whom have gone to their reward, and whose memory we reverence, while others are still plodding on in their labour of love, solicitous only for the welfare of the Institute, and hopefully looking forward to the time when it shall not only be self-sustaining, but when it shall be second