

sciences are so well adapted to entertain, enrich or instruct the mind. Eminently suited to the child, it yet affords ample scope to the philosopher. It extends over a wide field; it affords endless variety, it furnishes striking examples of the "reign of law," and of a creative intelligence; it bears a close relation to daily comfort, and it offers invaluable aid to the art of the physician. It challenges us in the grass on which we tread, and in the weeds that grow by the way, as well as in the richer hues of the garden and the grand oaks of the forest. The Creator seems to summon us by fragrance and beauty as well as by the coarser utilities of life, to explore well this amazing kingdom of the plants. And yet it is a study scarcely taught at all in any of our schools high or low. It is supposed to be a nice amusement for a girl at a boarding school, and that, of course, proves it unfit for any one else. He who has noted men in a witness-box at court knows that not one man in a hundred can observe what he sees or give an account of what he has handled. An American Indian has a better education in some important respects than a good many college graduates. Read Cooper's "Pathfinder," and you will see what I mean, and be inclined to agree with me. You will, perhaps, say that the Indian's education is best for him; our own for us. This is only true in part. We all learn many things at school only to forget and sometimes to despise them afterwards. Beyond matters of book lore essential to us all, there is a wide margin where time and toil are wasted or employed to ill advantage. I am convinced, for one, that we need to give more prominence to the education of the eye, the ear, the hand, although it should be at the expense of some other branches of knowledge; but more especially that we should so follow the order of nature as to secure the best economy of time and power. It is melancholy to look back on the misdirected efforts of early years, to feel that the golden affluence of youth will return no more, and that in a sense beyond the meaning of the poet, "Our young affections run to waste, or water but the desert."

These reflections bring me to notice the high standard to which the teacher should aspire. He must be competent not merely to teach the prescribed subjects, but also to judge of education as a whole. He is to be no mere hireling of trustees or parents, but a man who makes his calling an arduous and life-long study. He must know a great many things more than he is called upon to impart in the schoolroom. His wider culture may often be utilized even in his humblest toil, but it will especially prepare him to speak with wisdom and authority upon the pressing educational questions of the day. It is not expected that all teachers will reach this