

[For the SCIENTIST.]

BOY NATURALISTS.

The true naturalist is born, not bred. No amount of scientific training can supply the patience, power and skill in observing that come instinctively to many a school boy. The boy who will spend his Saturday holidays in bird-nesting, or chasing butterflies (not from a love of wanton destructiveness, but prompted by a commendable curiosity), or who will return from his visit to the sea shore with pockets filled with shells or curious pebbles, is already a field naturalist. At home he will have a collection of bird's eggs, or shells, or insects, or perhaps of all. He will be deeply interested in books of travel and discovery, and all that treat of natural history, or the wonders of physical science. Such boys should be encouraged, rather than have, as is too often the case, their natural tastes and enthusiasm repressed by opposition and ridicule. They should be taught that the works of nature are workmanship of God, and as such are worthy of their life long study; and that time spent thus is not wasted or unprofitably spent, as many seem to think. The "manuscripts of God" are open to all; and like His inspired Word, while they contain truths so deep and vast that the profoundest mind can never fathom them, yet, grand in their simplicity, contain much that even a child may read with delight and understand.

The importance of encouraging the young in the observation and study of natural objects is apparent when we consider that the impulses that prompt to such action, and the habits of mind thereby cultivated are those that are the elements of success in all departments of life, and of happiness in after years. The increased acuteness of the observing faculties, and the development of a nice power of discrimination that result from an earnest study of

nature, are conditions of a successful business life, and the efficient discharge in man of all his duties towards his fellow men. The training to all the intricacies of contingent reasoning that is acquired by him who studies patiently the phenomena of Nature is a power that will enable him to grapple with the great problems of life, and trace more clearly in them all the relation of cause and effect.

Then let the young be taught to love and revere nature. Let them be encouraged to seek knowledge in the great school in which Hugh Miller studied, and which he loved so well, and they will find, like him, that Nature has many wonders to unfold to those who earnestly and reverently seek to know them.

The National Park.

In the north western corner of the Territory of Wyoming, bordering on Montana and Idaho, lies a tract of country about fifty-five by sixty-five miles in extent, possessing a greater combination of remarkable features than any other known area of like dimensions under the sun. It contains 3,578 square miles. Its elevation above the sea level is from six thousand to fourteen thousand feet. It lies mainly, but not entirely, on the east side of the main range of the Rocky Mountains. By act of Congress, approved March 1, 1872, this tract was withdrawn forever from sale and set apart as a permanent pleasure-ground for the amusement and instruction of the people under the designation of the Yellowstone National Park. The grandeur and variety of its scenery, the salubrity of its summer climate, and the health-giving qualities of its thermal waters will, within few years, make it the Mecca of the tourist, pleasure-seeker, and invalid from all parts of the civilised world. Among its innumerable attractions are some of the grandest cataracts, cascades, canons and mountain summits on the continent. Its spouting geysers in number and magnitude exceed all others known. Its numerous mud springs, salifatares, fumeroles, and beautifully terraced hot springs are beyond description in the magnitude and splendor of their decoration and action. * * * *Educational Weekly.*