

said that ignorance is the mother of superstition. How often have the hours of childhood been rendered miserable, by superstitions which have been improperly connected in their minds with insects, from the dense ignorance prevailing respecting the true nature and habits of these creatures on the part of those to whose care young children have been entrusted. Children have thus acquired feelings in reference to insects which all their after knowledge in future years has not enabled them wholly to overcome. They have been wrongly led to look with horror and disgust on living beings which are the result of the skill and power of the same Creator. The appearance and the action of insects, which, were children properly instructed, would teach them to admire and adore the power, wisdom, and goodness of God, have caused to be connected in their tender and pliable imaginations with the supposed freaks of imaginary Spirits of Evil. How many persons have been themselves terrified, and have themselves terrified others, in consequence of not knowing more of insect life.

Much more might be said on the interesting subject before us. Many facts might be brought forward, showing the surprising effects of instinct; and illustrating the wonderful display of the Almighty's power in this portion of His creating and persevering work. But I should probably weary you by any greater multiplicity of details than have now been presented. One of my principal objects in addressing you will be accomplished, if I have succeeded in exciting your curiosity so far, as to induce you to read some of the many excellent, edifying, and amusing works which have been written on the Science of Entomology, the wonders of "Insect Life." The work of Kirby and Spence is one of the best of these; but there are others, less voluminous, and of later date. I shall never forget with what interest I read "Kirby and Spence's Entomology," borrowed from the Garrison Library, at Quebec, in the year 1827. At that age I should have taken but little pleasure in its perusal, if it were not written in a very different style from the dry and tedious form presented by many treatises on various branches of knowledge. The book possesses the advantage of being truly scientific, while it is plain and intelligible to all. And better still, there is a vein of true piety, running thro' the whole, a leaven of godliness which, unobtrusively, leavens all the book. Thus it is, which

so highly recommends it to every one who is anxious for the cultivation of the mind, and advancement of knowledge, at the least possible risk of pandering to the pride of intellect; and with the least danger of fostering that natural tendency to infidelity, so unhappily ministered to, by many pleasing, plausible, and able writers and speakers of the present day.

There is a Christian stand-point from which all-secular knowledge may be viewed, and from which alone it can be viewed truly. All truth is one. It emanates from the one True God; and whether it be Secular, or Religious; whether it be Moral, Physical, Social, Political or Personal; it must throughout consistent with itself. The Almighty is the God of Providence, as well as of Grace; the creator and controller of matter in all its forms and combinations, as well as of Spirit in all its developments. "Knowledge is Power." But partial, one-sided knowledge, Secular knowledge separated from Religious knowledge, is only power for evil. An intimate acquaintance with all the laws of nature may be attained by the diligent Student; but if he have not learned how the laws of nature are the laws of God, his knowledge may rather tend to confirm him in an infidel pride of intellect; and to lead to entire neglect of those other laws of God which relate to the moral character, and which concern the Spiritual and eternal existence.

Irrational, fanatical, and destitute of common sense is the position of those who imagine that immortal beings can safely pass through this world, and happily enter another, in practical ignorance that their souls are immortal and responsible. Idiotically absurd is the proposition which should assert any propriety in separating from each other the Book of Nature, and the Book of Revelation.

Kirby well remarks: "The Works of God, and the Word of God may be called the two doors which open into the Temple of Truth; and both proceed from the Almighty and Omniscient Author, they cannot, if rightly interpreted contradict each other, but must mutually illustrate and confirm, though each in different sort and manner, the same truths."—Doubtless, it was with this conviction on his mind, that the learned and pious Professor of Natural History in the University of Liège expressed his opinion—that in order rightly to understand the voice of God, we ought to enter the august temple of nature with the Bible in our hands.

TEACHERS SHOULD STUDY.

Much has been said and written on both the art and science of teaching. But I apprehend that half of the battle of teaching is won when the teacher comes before his pupils with that freshness which is the result of daily study. It is this more than anything else which gives life and animation to teaching.

The teacher should never make present attainments, in any study, a finality. There is hardly such a thing as a finality to any subject. What have been considered as finalities have given way, like gossamer, before investigation.

Teachers should study many authors on every branch which they are called upon to teach. All the better if they review them for the hundredth time; some new thought will be elicited and old ones revived. The teacher will thus go before his school anticipating his pupils' difficulties, and can impart instruction with eloquence, incite attention, awaken thought, and cause the vacant stare to give place to conscious intelligence.

Without study the teacher will soon exhaust his stock of knowledge. He will then wonder at the restlessness of his pupils and the difficulty in managing his school. He has fairly taught himself thread-bare and the keen eyes of his pupils see it. This must be the fate of every teacher who does not study and keep posted.

We place this habit of the teacher of studying in advance of the lesson to be taught, in the front rank of qualifications for success. Because a teacher that has this habit is earnest and striving to rise in his profession, and, as a consequence, will improve both himself and his school.

The teacher should not only study for ideas, but for methods of imparting the same, and inciting thought in his pupils. Here is another secret in teaching.—Where manner and matter go together in the teacher, success must follow. What is the best method of presenting a subject, should be a constant thought with the teacher. Any one method of conducting a recitation will become dull and monotonous.

In short, the teacher who would discharge the debt which he owes to his profession must be the most studious and industrious of men. If we honor our profession, it will honor us.—N. T. Teacher,