

truth and structural adaptability of this little poem. In composition, descriptions of journeys in the fields and woods, of birds and trees and animals observed, may be found subjects on which the children will write interestingly and naturally. Taken altogether, Nature Study need not be considered a new subject, but rather as a vitalizer of the old.

Here also may properly be mentioned the lectures and field work in gardening conducted by Prof. Hutt, of the College staff. During a spring or summer term this work should be made to constitute one of the most important features of the course. But the nature of the weather this fall seriously interfered with the carrying out of any extensive field work. What was possible, however, was done. Following a series of lectures on the subject, advantage was taken of the first fine day to stake off, level, plant, and label a series of plots, each student having one in charge. The lateness of the season prevented the germination of the seeds, but this work was carried on within doors by means of germinating boxes and blotting pads, a series of drawings being made to illustrate the stages of development in the plants.

Roughly speaking, the work in the laboratory was divided into three parts: (1) an examination into the stages of plant evolution as revealed by the common algae, fungi, lichens, mosses, ferns, etc., of the locality; (2) experiment in plant physiology, elementary physics, and organic chemistry; and (3) elementary entomology.

If to any subject, surely the old adage that "seeing is believing" is applicable to Nature Study. Here, if never before, the child must get rid of books and hearsay, and reach down to the very facts of Nature itself. The pictured object which some one else has seen and depicted, will not suffice here; much less the word description. The child must come in contact with the actual object and develop through his experiences with that. And yet, how much of the teaching of the past has practically been hearsay, those who have passed through our elementary and high schools within comparatively recent years can sadly testify.

It was Plato, I believe, who instanced the position of a man who had grown to maturity in some dark place and then been brought suddenly forth to the light of day and the world of nature around him. He pictures the wonder of that man, his *realisation* of the facts before him. He has not seen these things pictured in books and grown up with them. To him they are new, and real, and divine. In a somewhat similar position is the child who has grown up in personal contact with Nature. How does the crude sap in the soil rise in the stems of plants? The child knows it does rise, for he has seen the watery juice in the stems and leaves.