

The matter of all subjects should itself be suggestive and not artificial. It should certainly be full of purpose for the awakening and sustaining of the interest of the child and the training of his mind.

If one may mention a method which would seem to include the best, it would be that of tracing results back to their causes until that habit of mind is formed in the children. In Nature Studies, those who have experience say that the beginning should be made with what is solid and obviously practical, and that then the child should proceed to book lessons when his own observation is exhausted.

It will certainly be of great benefit to the children at any rural school if a school garden containing plots for every child above the age of eight or nine years could be provided. These gardens could be used, as they are at a few schools in England and as they are in many schools on the continent of Europe, for the training of children to habits of close observation, of thoughtfulness, of reflection and of carefulness.

It is certainly most desirable to cultivate in the child a love of labour, of even the sort of labour by which the child is to live, in order that he may be trained to ability therein. It is most desirable to cultivate a love of study, and to incline the children towards becoming lovers of ideas as well as lovers of labour.

To start and nourish ideas the teachers use methods, processes and devices. Children get ideas and ideals far better from things and from life than from symbols and words and books. We have six avenues for taking in impressions before we are educated ; after that, we have many more. We have six to start with : tasting, smelling hearing, seeing, feeling and the sense of temperature,—that even a baby has. Those are six avenues for impressions. Now, if an impression reaches a boy's consciousness by all these channels at one time, don't you think he has the impression a good deal more clearly and distinctly and lastingly than if it came to him by only one of them ?

When a child does anything with its own hands, such as planting a seed, pulling up a plant, making examination of the changes which have taken place during its growth, making a drawing of it, mounting it and putting its name on it, he receives impressions by the sense of touch, he sees, he hears the noise of the movements he