

child study is a department of Nature Study. If life is the adjustment to environment, it is evident that the life and the development of the child are promoted by causing it to be in harmonious relationship with its environment, in other words, by directing it in Nature Study.

The aim of Nature Study is to unite the inner intellectual world of the child with its outer physical world, for only through this unity can the highest good be attained. The effort which the young student of nature makes to relate, to group, to unify, is the same in kind, differing only in degree, as that of the highest scientific and philosophical research. "The better the child realizes that school is out-of-doors as well as in the schoolroom, in plant and animal and stone, in cloud and sunset and waterfall, as well as in book, the more complete will be the unity between his physical and intellectual world. The more his nature study is correlated with, and made a basis for, his language work, drawing, reading and literature, the more will the unifying tendency of the mind be satisfied."

In the foregoing paragraph an effort has been made to show that Nature Study is in harmony with the ideals of the New Education (1) in its efforts to lead to the acquisition of first-hand knowledge by an intimacy with things, (2) in its emphasis of the causal as contrasted with the fact idea, (3) in its endeavor to present a subject congenial to the learner, and (4) in its regarding the child as the all-important fact in education.

Before proceeding further it may be well to give in the form of definitions the conception which some educationists have of this subject.

L. H. Bailey calls it "nature sympathy." It is "teaching the youth to see and to know the nearest thing at hand to the end that his life may be fuller and richer." Clifton F. Hodge defines it as, "Learning those things in nature that are best worth knowing, to the end of doing those things that make life most worth living." It is "a new element in education which has for its object the cultivation of the child's intelligent interest in his out-of-door environment," writes Anna B. Comstock. Longfellow