

Do rabbits ever run?

Why do horses turn their ears?

With which end does a wasp sting? a mosquito?

Do little pigs show any signs of affection?

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The subjects and topics listed in the *Courses of Study* have nearly all been reviewed in these pages. Limitations of space and lack of knowledge on the writer's part are not the only reasons why the treatment of the topics has been suggestive rather than exhaustive. Two of the photogravures in the book have been introduced to emphasize the important fact that the best part of the teacher's preparation to conduct any particular Nature Study lesson is his own first-hand investigation of the object or phenomenon, and not the browsing he may do in a library. But that the library may furnish, if not the most important, at least a very useful supplementary aid is recognized in the references to nature literature with which the paragraphs abound. The books named under the respective topics are the most helpful, inexpensive ones known to the writer.

Nature Study is more method than subject-matter. It should be judged by quality, not by quantity. The highest criterion of success in teaching it is increase of power rather than of knowledge,—of power to observe, judge, act, sympathize and enjoy. You should not be expected to hurry your class over the whole course; a life as long as Methuselah's would be too brief to study it thoroughly by the discovery method. Determine how much time should be given each day to this kind of work, and select from what is available that which seems to promise the best results. Aim to train the children for useful and happy lives by exercises that seem to them to be "worth while" now, and that bring them happiness in the doing. Study the tastes, interests, and environments of the pupils to guide you in choosing the work. This book is put forth in the hope that if the exercise or object you select is named in its index you will there be referred to pages that may render you assistance in realizing the right ideal.