

This was nature study from nature, but we could not have got along without Chapman's Handbook.

In conclusion then we must say, what is patent to all, that nature study and book study are inseparable when the best results are sought.

Text-book study might predominate where large classes have to be handled with rapidity during winter time in large cities—where physical disabilities compel one to remain indoors, and where physical development is not a desideratum; and, lastly, where the object is to dump on an examination paper as large an amount of memorized matter as possible.

The books might partially be dispensed with where the conditions are the reverse of the above; where a good stock of natural history specimens are at hand, or where a tutor is constantly with the pupils.

Text-book results are a more rapid acquirement of facts and a great reduction of the cost

But against this is a more rapid forgetting of the facts unless use is made of them.

Again, there will always be more to cheer those who can get, perhaps, the best results possible to them, from a liberal use of text-books, than those who can draw sermons from stones, books from the running brooks.

This is the age of specialists. Some books, as well as some teachers are specialists. They—the books—are valuable, but are not of equal value to all pupils. All pupils cannot derive the same benefits from a given book, and if they could they would not.

I have not found space left to treat of the health-promoting features and the moral stimulus which comes from studying nature in the fields.

Of minerals I have purposely said but little. Many teachers, of course, can give lessons on them but fewer can excite enthusiasm. Few localities favor it. There are fewer discoveries a pupil can make without much preparation, and there is a something lacking that goes with the study of living things.

I now have the pleasing announcement to make that I am at the end. I think I might have made this paper sound more learned by quoting largely, and by looking up matter from more mature sources, and by putting in a few Latin phrases that I had dried and laid away, but I chose rather to write about what was within, however commonplace. And the only apology I have to make for the weakness of the treatment of my subject is that it is what I am—what I think, what I do—not what I read up for the purpose.

Mr. Pre

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