

structive feature of the work at the Institute. Here for the first time were the students placed face to face with Nature. To the keen observer how much do the field and wood reveal on an autumn day? How seriously is he handicapped whose knowledge, brought to the interpretation of Nature, has been limited to the casual observances of a few leisure hours! The distant gleam of white on the alder bough, the flitting glimpse of a grey wing in the bush, the patch of green on the old beech trunk pass unheeded by under the eye of the nature amateur. But when under the direction of a skilful naturalist, the white upon the alder has been examined and reveals itself as a mass of fuzzy living aphids; when the peculiar squeaky bird-call has been sounded and the grey wing resolves into a nervous, shy, little ruby-crowned kinglet; when the patch of grey on the beech has revealed one of the many lichens, and one's laboratory practice tells him that this little mass of grey represents a life far down in the scale of plant development, then the fields and woods take on an added interest, and the simple and obscure claim equal rank with the gaudy and the beautiful.

The best methods of correlating the new Nature work with the old subjects on the curriculum was a matter demanding particular attention. For an illustration of recent earth history it was shown that no better spot could be selected than a gravel pit. Here the pupils may examine the shape and nature of the gravel-stones, the resemblances or differences between these stones and the bed rock, the arrangement of the layers of gravel, the dip of these layers, etc., showing the action of water. Subsequent lessons may include observations of the surrounding country, evidence of the action of ice or water, changes in the beds of lakes and rivers, etc., from which the pupils may deduce much of the past history of the locality. In history, a beginning may be made in the life of the district, its trustees, its forms of government, the township council, leading men and women of the township, stories of early settlement, etc. In literature certainly, a knowledge of nature is necessary for an understanding of the passages to be studied. Let the pupils go out to the meadows and observe the bobolink there before taking up such a selection as Bryant's "Robert of Lincoln." Only in this way can they appreciate the