

We must endeavor to have thought suggested by symbols without effort on the part of the pupil. The symbols themselves, or the power to use these symbols, which only express thought, should not be brought into prominence. To accomplish this we must repeatedly keep the thought connected with the symbol which represents it.

If this be followed out we should not study language, grammar, reading, writing and drawing except as the expression of the thoughts gained in nature study, geography, history, etc. Let us teach the former subjects through the expression of thoughts gained from the latter or knowledge subjects. Much drill may be necessary, but we should use the real subjects, nature study, geography, etc., to obtain that drill. These subjects will give grammar, writing, drawing, etc., a value which they cannot have when taught by themselves.

From learning by doing, activities become habitual, and these are the ones that determine character. It is these impressions which have become indelible by action and expression which always affect us. It is not what we hear so much as what we say and do that affects our character and makes us better or worse.

What a pupil knows when he leaves school is but little, and unless we train him to make use of that little as he would make use of his wider after experience, this school training of his will be a failure. We must teach that which is to be of after value to the child as well as that which is to discipline. Let us teach our pupils to write and speak correctly, not by teaching these subjects by themselves but as the expression of their thoughts.

To leave science out of the public schools is to invert the natural order and process of youthful development which the child has commenced long

before entering school. The interest he has in obtaining knowledge, from early consciousness, is maintained by the interest inherent in the subject itself. What the child most wants is to do something that interests him, not something that is of interest to the teacher. In this way we make knowledge real by making it a part of our pupils' existence.

Nature Study is perhaps not so much the matter as the method. We must permit our pupils to make their own observations and thereby to train perception, and so enable them to analyze and compare what is before them, that is to think.

If they are to obtain facts of nature from text-books I would by no means favor such study.

It is the process that is most valuable, not so much the knowledge acquired in itself. If the facts of nature are learned from text-books, the chief end desired—the development of the child—is not gained by such study.

We believe that for discipline, for culture, and for use, Nature Study is the most important we can have in our schools, it being made the basis of obtaining knowledge and of teaching those subjects by which we express our thoughts.

“There is a pleasure in the pathless
woods,
There is a rapture in the lonely
shore,
There is a society where none intrudes
By the deep sea, and music in its
roar ;
I love not man the less, but nature
more,
From these our interviews, in which I
steal
From all I may be, or have been
before,
To mingle with the universe, and feel
What I can ne'er express, yet cannot all
conceal.”

—Byron.