

have a series of home-made display charts which will help materially in defining and directing the subsequent outdoor work. Sheets of strong manilla paper, about twenty-four inches by thirty-six inches, will answer well; by pasting small pieces of linen at the corners of the sheets they may be hung on nails without tearing. The printing should be done with some such checking crayon as the Falcon or with India ink crayons. Instead of manilla paper the cloth material used for window blinds will be found satisfactory.

GENERAL METHOD OF DEALING WITH MORPHOLOGICAL STUDIES

The teacher is urged to keep in mind the proper intent of the morphological studies. Form and structure are not to be studied for their own sake; the end does not lie in the observing and recording of these. Behind these always there must be such questions as: Why is this? Why should this be so? Has Nature provided wisely here? Does this suit the environment? As the syllabus states it: "Behind the observation of the form there must be a constant effort to interpret the *meaning* of the form, to show the relation of form and function".

In the instruction given in the outlines for the different topics, this side of the teacher's work is not directly indicated. Questions to cover the matter would take up unnecessary space, as they would contain many repetitions. The method may be indicated more clearly by a direct reference to a few of the first observations suggested in the study of the grasshopper. These are:

1. *Note the shape, coloration, size, and dimensions (comparative length, width, and depth) of the body.*