

6. While supplementary readers, pictures, lantern illustrations and prepared specimens are of great service when properly used, their advantages can easily be over-estimated. Nothing can take the place of living interest and actual contact. The pet squirrel that the child knows as a companion and cares for day by day, the flower which he has planted and watered and provided with proper light, heat and moisture conditions, is a thousand times better than any dead specimen.

7. Technical terms and static classification should not to any great extent enter into the initial work. In this connection, Burrough's criticism is well taken when he says: "The clerk of the woods is so intent upon the *bare fact* that he does not see the spirit or the meaning of the whole. He does not see the bird; he sees an ornithological specimen. He does not see the wild flower; he sees a new acquisition to his herbarium. In the birds nests he sees only another prize for his collection. Of that sympathetic and emotional intercourse with nature which soothes and enriches the soul, he experiences little or none."

8. The best results will never be obtained until Public School classes are reduced to a sufficiently small number (say a maximum of forty) to admit of individual supervision, and until teachers know enough of natural science to make them enthusiastic and wise leaders. Under present conditions in graded schools, the latter difficulty may in a measure be overcome by an interchange of teachers of different classes, which will make it possible for the specialist in science to teach in different grades. A primary class in a well organized school does not suffer by a change of teachers several times during the day.

9. Nature Study should be correlated with other cognate studies, especially with form study, drawing, and colour work. The representations should be mainly from life and imagination and not from copies. Modelling should form an important feature.

The subjects studied in Nature lessons may be made the basis for drawing lessons. The study and representation of abstract conventional type forms should not precede the investigation and expression of the forms of the individual objects met with in the child's experience. It is not surprising that the schools do not develop more and better artists, when we consider the character of