

gether with these intellectual faculties the impulses and will should also be trained.

Perception cannot be separated from memory and reason along the line of perception. Perception being developed in any direction, the other faculties of memory, imagination, and reason will also be developed. A man's system of thought will mould his character, e.g., doctor, minister, merchant, etc.

The faculties therefore cannot be separated but are phases of one process, and the intellect is inseparable from the emotions and will.

If this view of mental science is correct, the old doctrine that the work of the mind in any direction develops power that may be used equally well in all directions, is wrong. To put the case broadly, no person will maintain that the study of physics will prepare a person for the practice of law as well as if he had read jurisprudence.

And what a person studies largely determines what knowledge he can obtain in the future. He who devotes himself to the study of physics is enabled to interpret and appreciate a further knowledge of that science, but he will not be equally competent to interpret medical, legal and theological facts. What a man knows always determines what he wants to know and what will interest him. Therefore study in any particular line will limit our faculties to development in that direction. If this is so, surely no subject should be studied merely for the discipline alone it may be supposed to give, particularly if other subjects can be found that will give the necessary discipline and knowledge as well.

This is another reason for the introduction of Nature Study in our schools. The old idea of formal discipline by certain subjects is losing ground, and those subjects which will

have a direct value in giving the pupil knowledge that will be of service to him in after life will in the future receive more prominence. By these, habits of attention, reflection, and industry may be formed equally as well as by formal subjects set for these purposes.

If we take it that our aim should be to have our pupils understand their surroundings so that they may adapt themselves to circumstances and utilize them for their own welfare, then they should study Nature, for it surrounds them, Nature Study should be prominent in our schools. Our pupils should be led to observe accurately and to interpret the facts of Nature so that they may become familiar with methods required in after life. These they must use whether they wish to do so or not.

The aim of education nowadays is to acquire a knowledge of symbols through the things which they represent, not to learn first the symbols and then gain the knowledge which these symbols represent. The subjects which enable us to express our knowledge, as grammar, composition, arithmetic, reading, writing, and drawing, should not be taught distinct from the knowledge or real subjects such as literature, nature studies, geography, and history, but as part of them. A symbol is learned with great difficulty, and will be of little use to the learner unless it be connected with the thought it represents. But if, on the other hand, the thought is first aroused in the mind, the task of acquiring the symbol is easy compared with what it would have been had not the pupil been seized of the thought beforehand—e.g., botanical terms—to master which would be well-nigh impossible it seems to me, were we not to first fix in the mind the thought which they are to represent. When the fact is presented to the pupil first the acquiring of the symbol needs but a slight effort.