

Radiant light and heat, the last in this second group of energies finds a ready analogue in the sparkle of a cheerful disposition, in the pleasant morning greeting, in the ready smile rather than the frown, in the determination to shed rays of light and happiness in the school room, in the ability to make hard work less irksome or even a pleasure.

The energy of visible activity produces effects like the echoes of the bugle notes in the song, beautiful on doubt, and yet "they die on yon rich sky, they faint on hill, or field or river," while the energy which proceeds from the warmth of true hearted sincerity serves to create and foster those finer sentiments which like the echoes of love "roll from soul to soul and grow forever and forever."

Whether the third group of energies called the electrical and chemical group has its educational counterpart I shall leave to such of you as have taken an interest in mental physiology or in chemistry to investigate. I may warn you however in closing that just as an innocent looking drop of acid let fall on a mixture of sugar and potassium chlorate or a very tiny spark thrown on an inert mass of gunpowder will produce surprising results, so a small word let fall from a caustic tongue may cause an explosion, a mere flash in the pan perhaps, but quite as likely to be much more violent and followed by a well directed missile in the shape of an ink bottle or a slate aimed straight for the teacher's head.

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Nature Study.

A great deal of our difficulty in teaching arises from the fact that we have lost pace with child mind, and find ourselves at a loss as to how to appeal to it. The child study movement has done much to minimize this difficulty. It claims that education is

a personal matter for each child and that all his activities are of peculiar importance. But the present day tendency of reform in education expresses itself in another movement which promises to be equally effectual, namely "nature study."

The first advantage of nature study is just this that it takes the little ones where they are most at home. They are always happy with the animals, especially their pets, the flowers, the trees, the birds, and the clouds; and in their childish imagination they often personify them. This nature instinct we might call it, is one of the charms which makes child life so beautiful. When school begins, however, this ever fresh and unlimited resource is neglected.

There have been several successful experiments in which nature has formed the whole material of study for the first few years. In these cases the children expressed their own ideas and discoveries in conversation about the natural objects they saw. These were written by the teacher and by the pupil after her, each pupil writing his own story. These were afterwards written on paper and preserved as the reading and language lessons. These proved very interesting, for children are just as fond of their own ideas as we are. The number lessons were also in relation to, in fact, almost incidental to their actual experiences. In each experiment these pupils learned to read and write much more quickly than others who had been drilled constantly on the mechanical operations of writing, spelling and sums. In this way the attention was turned from the symbols to the reality and the first years of school were made interesting and attractive.

We must remember that these are the freshest and best years of a child's life, fullest of active interest and enthusiasm. And they should be made the most valuable in collecting material as well as developing soul and appreciation which will color the whole