

assume that a subject suitable for very young children and for mature students is an appropriate one for the intermediate age?

Herbert Spencer defines Life as "the power of continuous adjustment of internal relations to external relations." Just as physical life depends upon continuous adjustment to environmental variations, so does the life of a system of education depend upon its constant adaptation to the Spirit of the Times. Let us briefly consider the chief characteristics of the Twentieth Century educational *Zeit Geist* which has been called "The New Education." We shall then inquire whether Nature Study is a subject in harmony with the ideals of the New Education.

The following are four of the chief requirements of the New Education.

I. With special reference to the student :

- a. Study things rather than books, the actual rather than the representative, first hand rather than second-hand knowledge.
- b. Study causes rather than effects, general principles rather than mere facts, the *why* rather than the *what*.

II. With special reference to the teacher :

- c. Attract rather than compel the learner, remembering that the most favorable results are obtained when the child is in sympathy with the teacher and the subject.
- d. Develop the child rather than teach the book, remembering that education is now *paedocentric* and no longer *bibliocentric*.

a. Things rather than books.

"Education is the cultivation of a just and legitimate familiarity betwixt the mind and things." The introduction of manual training is evidence that we are recognizing the fact that in the education of the young, *things* should be used as instruments of training. In Nature Study, the physical, the tangible, is employed with the object of leading the pupils to discover truth there objectified. "The world is the thought of God." True Nature Study is an effort of interpretation, of trying "to think God's thoughts after Him." It is teaching through things instead of through signs of things.