

If it were at all possible, it would of course be better that each individual teacher and student should observe and ascertain these facts for himself. The manifest absurdity of such a course, however, becomes apparent when we consider the width of the field to be covered. Years of unaided observation, even to a mind of a scientific turn, could serve to make the student acquainted only with the barest outlines, and the beginner must, in the majority of cases, eventually become discouraged. The aim of the authors of this manual in supplying the information given in Part I. is not to prevent observation on the part of the teacher, but to stimulate observation, and to render it intelligent and fruitful. In no case have we attempted to give more than a mere outline of any animal or plant. The main facts given, it remains for the teacher himself to make a detailed study as indicated in the outline lessons in Part II.

The work is profusely illustrated, the object of the illustrations being to convey information in the most direct and economical way. No illustration or verbal description, however, can adequately represent life, and it is life that the student of nature should study. If this book stimulates interest in living things our object will have been accomplished.

Teachers should read Part II. before attempting to make use of Part I. We commend especially the selection on "The Social Side of Nature Study."

Many teachers are afraid to undertake this work because their knowledge of plant and animal life is so limited. This should rather be an incentive to learn with the pupils. All that is needed is confidence in one's own power to observe and interpret the phenomena of life.

St. Thomas, Aug., 1902.

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