ornithology. Just as in literature we may appreciate the beauty, the sentiment, and the feeling without entering into a detailed analysis of it, so in nature study we may learn to love a flower, a bird, or an insect without having any technical knowledge concerning any of them. Of course in taking up the work a vast fund of knowledge is sure to be acquired by the pupil and this knowledge will form, later on, an excellent scientific foundation.

There is no doubt, however, that the complexity of material is a stumbling block, hence the necessity for some outline of work for the various grades. There must be a great deal of elasticity in the course laid down and there need be no special order for taking up the work, except what may be incidentally suggested, as the teaching of a lesson in literature, a topic in geography or any other individual occurrence. It is well too, in graded schools that, while each teacher is given great latitude, some definite course be followed in each grade. Otherwise much confusion and useless repetition are sure to follow. The work for each grade, as outlined in the school regulations, is merely suggestive and may be supplemented to meet any local conditions. The course to be followed should deal with plant and animal life, the earth itself, the sky, the atmosphere, in fact everything around us. I understand some such course is being outlined for the various grades in your schools; it is, therefore, unnecessary that I say more on this phase of the subject.

I do strongly advocate, however, that, during the long winter seasons when out-door work in nature is practically impossible, or at least very difficult, more attention be given, especially in the Third and Fourth Forms, to elementary science. I am fully aware that it has been, and is to-day, customary to introduce this phase of school work in the High or Secondary School. This I consider a mistake. There is much in elementary physics and even in chemistry that the average child, who will never go beyond the primary school, might take up with great profit. In fact the course outlined in the regulations covers some of this work. I see no valid reason why those Forms should not have simple experiments to show them the chief properties of air—such, *e.g.* as its composition, weight, pressure, the structure and uses of a barometer; simple experiments on water, *e.g.* hard and soft, chief impurities, filtration, evaporation, condensation and buoyancy; on heat such as sources, expansion by heat, conduction, convection, radiation and the structure and uses of thermometers; simple lessons on the cause and transmission of sound, light, etc. There is, in all this work, much valuable information which will enable pupils to better