

age of the pupil and how it is carried on—actually seeing and understanding. It is more adapted to older children and is very apt to become too scientific or formal and not to be appreciated by the average pupil or teacher.

(b) The broader view of the matter of the lesson involving the wide outlook to nature.—See every natural thing in its relations to everything else in the world, study its environment. Nature never isolates anything. Thus recognise how the subject matter multiplies and how interesting it becomes, especially to children, because it has a larger place in active, personal experience. Taking any common plant as an example, it has relations to: wind, frost, sunshine, air, rain, soil, animals, birds, insects, other plants, children and grown people. How is it helped or hindered in its living, growing and spreading, by any or all of these factors in its environment? Does it in turn help or hinder any of them? How? State the facts as found out by investigation or experience in regard to as many as possible of these relations.

(c) Taking this view in getting at the subject matter of the lessons, it will be seen that the points to be discussed assemble quickly, abundantly and quite logically in the mind of the teacher. Select that which is most interesting, which the child has worked upon under your guidance or has in some other way become a part of his experience. It will be most suitable for public school children especially the lower classes and you can prevent it from becoming too scientific or dry and uninteresting.

#### V. The Spirit of Nature Study.

"Is this a time to be cloudy and sad,  
When our mother Nature laughs around,  
When even the deep blue heavens look glad,  
And gladness breathes from the blossoming ground?"

—*W. C. Bryant.*

The introduction of nature study represented a rebellion against many of the "nasty" ways of the schoolroom,—our information lessons, our dry science lessons, book-learning and mere memorization of facts that are not well understood. Knowledge, capacity, happiness and love—these four are in the ascending order, and the greatest of them is love. The quotation from John Burroughs is the keynote. It is easy to work up some enthusiasm in the month of May, when the birds have returned, spring flowers are to be had in abundance and everything is budding "new", but the fall and winter months may be made full with delight as well.

"If thou wouldst read a lesson that will keep  
Thy heart from fainting, and thy soul from sleep,  
Go to the woods and hills."—*Longfellow.*