

and giving the Earth its present diversified form of rounded hills, precipitous gorges, low lying valleys and rich alluvial flood plains. The evolution of lakes, springs, deltas, coal-beds, oil-fields and gas reservoirs was treated in simple, yet comprehensive, manner. Soils, their formation, composition and possibilities was another special feature. These lectures, coupled with the practical field work given the class by Dr. White, cannot fail to make Physical Geography a more interesting department of Nature Study to those students who followed the course.

Dr. James Fletcher, of Ottawa, gave two lectures on Canadian birds, and two on insects. Not always is a great naturalist a good teacher, but it was the unanimous voice of the Summer School that Dr. Fletcher is both. His unbounded enthusiasm carried him over every difficulty. His homely apt illustrations made scientific facts as simple as the multiplication table. His natural methods of classification and his skill in using common terms instead of technical ones, show him to have the essentials of the "Kindergarten" method. Dr. Fletcher laid especial emphasis upon the economic side of bird and insect study. A loving sympathy with nature is the key-note of Dr. Fletcher's philosophy.

Principal Attwood, of the Waller Street School, gave two interesting and practical lectures on minerals. He led his class to form for themselves a very concise working definition of what is meant by a mineral. He suggested several natural methods of classifying minerals and added very much to the clearness of his explanations by concrete illustrations. Perhaps one of the most striking features of his lectures was his practical illustration of how each mineral may be identified by its stain, when powdered and smeared over paper. The two lectures on minerals convinced the students that mineralogy offers an inviting field for Nature Study, which may be used with advantage to broaden the minds of pupils in our elementary schools.

To the writer was assigned the work in Botany and Nature Study Aims and Methods with children. Whether rightly or wrongly, the Botany purposely got the lion's share of attention. A method is a part of each individual teacher: it is his ideal way of doing a thing; it is part and parcel of himself. Let him know a thing thoroughly, let him have a reverent love for its spiritual significance, let him know something of the child to whom the truth is to be imparted, and the method will take care of itself. With this as a pedagogical creed, it was felt that the most important work was to foster a love for plant life by giving the maximum of instruction about plants.

All educators recognize that, in order to do any work well, the teacher must be inspired; but so often we forget that true and