

will remain green in the memories of our pupils when perhaps many of those given in other subjects are gone and forgotten.

Another objection, frequently advanced, is that the teachers are not specially prepared to teach the subject. This is no insurmountable objection. A great deal of knowledge is not necessary. What is specially required on the part of the teacher is a belief in the educational values of the subject combined with a strong desire to do the work, and with an earnest effort and a will to become better acquainted with the common things around us. That most of us are entirely unacquainted with our surroundings need scarcely be affirmed. Is it not our duty to do all we can to remedy this state of affairs? The old saying, "Where there's a will there's a way," holds specially true in the teaching of nature study. Enthusiasm counts for more than anything else. The difficulty is we have become so accustomed to the pouring out of knowledge to our pupils that we are ashamed to say "I don't know"; after all, how little any of us know! Why can't we give our pupils some topic to investigate and at the same time work with them? It may be how an apple is formed in the bud, or how a maple tree gets out of the seed, or the various changes through which a butterfly passes. In investigating these topics with our pupils, being willing to have them teach us if necessary, our knowledge will soon increase; and our confidence in and love for the subject will lead us to do better things. Moreover this mutual effort of teacher and pupil to investigate together will do more to stimulate the latter to self-exertion than will all the second-hand information we can otherwise give him. I am not denying the importance of and the necessity for knowledge on the part of the teacher; what I do say is, that lack of knowledge need not deter us from taking up the work. Besides, too much knowledge may lead us into our present fatal error of telling what the child should seek for himself.

It is true that the subject, as dealt with in many of the texts, is quite exhaustive; and is sufficient to discourage the average teacher who has done little in the various sciences. Nature study, however, as I have already said, is not science. It takes things as they are around us and endeavors to understand them without any attempt at systematic order or classification; it is wholly informal and is free from definitions and technical terms. We may be interested in insects, their habits and metamorphoses without attempting to know anything about them from a scientific point of view. Leave all that to the specialists. We may take much pleasure in birds, their songs, migrations, habits, and uses, without ever having heard of