

were : (1) Interest of the pupils in their surroundings ; (2) Training in self dependence ; (3) Knowledge.

(1) It was felt that, without interest, the very life and soul of the work would be lost ; so, all first efforts were directed towards this end. If the pupils were interested, observation would naturally follow. Few people realize how blind the majority of us are.

(2) Training in self dependence was believed to be one of the greatest values of Nature Study. In other subjects, books may be used, the teacher may help ; but the very essence of Nature Study is that it is the pupil's own eyes and brain that do the work ; it is all first hand, so that this value has been considered almost more than any other.

(3) While fully realizing the value of the knowledge to be gained, it was deemed advisable not to accentuate this too much. The teachers were already inclined to lose sight of the other values and consider only this, which was so much more in line with the usual school work.

Keeping these purposes in view, each monthly programme was made as varied as possible. The more varied the subjects, the more chance of appealing to the individual pupils and of interesting the teachers. And, further, the design was to arouse the pupils' interest in their whole environment.

The following outline gives a few of the topics on the programmes, with the reason for their appearance and the suggested methods of taking them up.

(a) Flowers and Seeds. This was meant to give the pupils a speaking acquaintance with a few of our common fall flowers. Seeds which had special means of dispersion were collected, and during the winter were discussed with the classes, attention being directed to the clever ways in which mother plants distribute their seeds. Common fruits were also studied. This proved a delightful topic with the children, who doubtless will watch the plants during the coming summer with great interest.

(b) Animals. The study of animals was taken up by all grades up to the sixth, but from very different standpoints. In the junior grades, the object was to interest the pupils more fully in the habits and care of domestic animals ; in the senior grades, in the relation of the animal to its environment ; and the chief object was the preparation of the pupils for the fuller study of adaptation in spring. This work proved exceedingly interesting, and, among the older pupils, much individual observation work was done and many hypotheses advanced to answer questions suggested by themselves.