

phases of its being, if that teacher himself cannot use the materials of its knowledge?

That this Nature-Study course was a success, was the verdict of the whole class. Although it ran into the holidays of the student, who usually places a high value on his holidays, yet every member of the class considered that the time had been well spent, and that they had got a glimpse into nature that will ever remain as a refreshing picture. Most of the students were the product of our Public and High school system, and had to a certain extent lost their independence. They had been spoon-fed too much, and were practically unable to investigate and verify facts for themselves. This Nature-Study course delivered them from this bondage; it made them investigators and have opinions of their own. To the writer the work seems of great value, not only for the information the students obtained at first hand, but for the attitude which it developed and the point of view obtained. The writer was not teaching botany, entomology, and geology; he was teaching plants, insects and fields.

The Nature-Study course will be given again next spring; and, if it proves satisfactory, will become a permanent feature of the Third Year.

As advocates of Nature-Study we all have one common object in view. Human as we are, our methods will be as varied as our minds, and methods are not the be-all and the end-all of education. With some of us, our methods may lead some authorities to believe that we are furnishing information chiefly; with others, methods may be over-done, too much attention being given to the cultivation of the Nature-Study *attitude*, and too little to the useful side. There is a happy medium, but only the very best teachers can hope to attain to that stage of perfection. It is clear, nevertheless, that, whatever mistakes may be made at the outset as to methods in the introduction of Nature-Study, "the essence of it," in the words of Bailey, "can never pass away, because it is fundamental to the best living."