

spring of bulb and seed and bud, the outburst of joyous song from our genial companions the birds, the insects, transformed and emerging from their concealment, are fresh miracles every season to the lover of God and nature. Every huge boulder rises like an interrogation point from the landscape, every rounded and polished stone carried down by the mountain rivulet, or resting on the shore of the restless ocean, is a page of history unrolled for him who will but read and think. Every forest tree, characteristic in shape, texture and foliage, springing from its tiny seed, has had a history of struggle and triumph over obstacles.

Need I say more? The excellent papers already given in THE OTTAWA NATURALIST have shown in the clearest and most intelligent way how teachers may make use of their opportunities. The thoughtful and earnest teacher, reading these, will be directed to the book of nature which, though it lies ever open, is perpetually sealed to him or her who has not "eyes to see." To the young or inexperienced teacher may I say: The children will be eager to meet you half way. Do not be ashamed to say: "I do not know;" but "let us put our wits together and find out" will be the magical password into nature's secrets and into the heart of the child. If you have any difficulty that you cannot overcome from your own knowledge and from books, you will find the writers of these papers just as willing to help you as they were to write for your benefit. That is the way they would like to pay the debt of gratitude which they owe to the unselfish naturalists who have helped them.

WHAT IS NATURE-STUDY?

Nature-Study is a method rather than a subject. It better expresses the spirit by which one becomes acquainted with the common things about him than its definite content or subject matter. It is not getting information about nature from books, or lectures, or conversations with others; but it is rather a certain attitude of mind towards all the phenomena of nature. The end being development rather than mere knowledge, the teacher of Nature-Study thinks of the effect of his work upon his pupils rather than of the content of the subject he is dealing with; he considers *how* his pupils know rather than *what* they know.

WM. SCOTT.

Normal School, Toronto.