

rosaceous family ; the development of the apple and cherry ; studies of the heavens at night ; the story of the dandelion ; the development of the frog ; the life-history of mosquitoes ; studies of snails and slugs ; the habits of the common birds (about 60 were identified during the term) ; studies of the currant-worm ; development of barberry and wheat rust ; lady birds ; a soil survey of the Farm ; the grasses of Guelph ; insects and plants ; etc.

Throughout the whole course every student was compelled to record daily in the "Nature-Study Journal" some observation which he had made during the day. This Journal was carefully inspected every day by an instructor, in order to determine the accuracy of the descriptions of the observations made by the students. As the term wore on, the observations were given in greater detail.

For the first two weeks of the term the class met for an hour every day at two o'clock. At first the time was devoted mainly to explaining the written instructions given out to the students, and to encouraging the observers. Later, however, two of the students were selected every day to report the results of any investigation which they had concluded. The object of this was to give them facility in expressing their ideas before an audience.

It is likely that some of the students who took this Nature-Study course at the Agricultural College will sooner or later become teachers of Agriculture, and perhaps Nature-Study, in either the Public or High schools of this province. In the writer's judgement, the knowledge of plants, animals, earth, and sky is absolutely necessary to the teacher who essays to teach Nature-Study. It appears to be of greater importance than the knowledge of the psychology of the child. It is probable that the teacher, who is himself a nature student, has gained through his own experience an insight into the best way of interesting the child, such as he could never obtain in any other way. A teacher may have a knowledge of child-nature, but if he has not a knowledge of nature as a part of his environment, it will be next to impossible for him to maintain for any length of time, in a direction which will be educative, the child's natural interest in its surroundings. How can a teacher train the child to use the materials of knowledge, such as plants and animals, in the proper development of the