

Knowledge. The acquisition of knowledge satisfies our curiosity or mental appetite, the mind is nourished, and intellectual growth becomes possible. As a subject taught purely as fact-lore, science ranks as high as any other. The fund of information which a scientist possesses is of itself a source of great pleasure and profit to the owner. A few years ago a person was not regarded as educated who could not interpret the writings of the ancient Greeks and Romans; a few years hence a person will not be regarded as educated who cannot interpret the "manuscripts of God," the open book of Nature. Important as scientific knowledge is, its acquisition by the student of nature is merely incidental, it is a by-product, a side-issue. We do not advocate a course in Nature Study for the purpose of merely storing the mind with useful information.

*b.* From an educationist's standpoint, Skill or executive power is an instrument for higher acquisitions. A large amount of mechanical skill is developed in raising and training plants and animals, in mounting botanical and entomological specimens, and in manipulating apparatus employed in various experiments. Moreover, Nature Study forms an excellent basis for much expressive school work which is largely a matter of skill: the oral and written expression of facts observed and truths ascertained, the drawing of the natural objects considered, and the general impulse to tell what is seen, develop power in all forms of expression.

Though the constant manipulation of natural objects will develop a high degree of practical efficiency, we do not advocate that Nature Study should be taught merely with the object of acquiring Skill. Why should we content ourselves with a high ideal when there is a higher?

"We needs must love the highest when we see it."

*c.* The subjects of Discipline or training are those whose aim is to develop mental power, that is, power to think logically, to reason consecutively, to generalize broadly. While scholarship, capacity, is the aim of knowledge subjects, potentiality, capability, is the aim of educational discipline. The mind is treated, not as a tank to be filled, but as an organism to be quickened or as a faculty to be developed.