

**THE NATURE-STUDY IDEA: BEING
AN INTERPRETATION OF THE NEW
SCHOOL-MOVEMENT TO PUT
THE CHILD IN SYMPATHY WITH
NATURE; PP. 1-157**

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L. H. Bailey BY
L. H. BAILEY



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PART I
WHAT NATURE-STUDY IS

The Nature-Study Idea

I

WHAT IS NATURE-STUDY?

A CONTRIBUTOR to a recent issue of a leading technical journal has endeavored to find a satisfactory answer to the question, "What is nature-study?" by appealing to "eminent scientific men." The answers of these men are printed there in full. Now, the nature-study movement is a product of the common schools, not of scientific investigation. Eminent scientific attainment, as such, is not to be expected to enable persons to give satisfactory answer to the question, for the subject is not in its realm. Happily, many scientific men are also closely in touch with elementary education, and therefore are fully competent to discuss the nature-study movement; but it is this very touch with the common schools, not their eminent scientific achievements, that gives them this competency. Some of the answers referred to above are ideal definitions from the child-teacher's point of view.

To be sure, the term nature-study etymologically implies only the study of nature; and "nature" is, by conventionality, understood to