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*THE DIGNITY OF A CALLING IS ITS UTILITY.*  
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Nature Study in Our Public Schools.

The educational world has heard much about Nature Study in recent years, and has watched its rapid development in Germany and the United States, but we in Ontario have thus far been content to hear and watch. In fact, we have shown "a masterly inactivity." We prefer to watch the progress of the campaign across the border, and to await the results of the experiments rather than undertake the work ourselves. Thanks, however, to the energy and courage displayed by the pioneers this movement has passed the experimental stage in many of the states, and there is no longer any doubt as to its value as an educational factor. The introduction of Nature Study was simply a breaking away from the mediaevalism which had so long dominated nearly every phase of our educational system. Under this system the child's sympathies with nature were systematically stifled, and its activities forced into unnatural channels,

from which it frequently revolted. Under the new system the teacher of Nature Study takes the child while in the inquisitive stage, and directs its energies into natural channels. He gives directions to the child for further observation, and tries to get it to answer its own numberless questions regarding the common things of Nature so that it will understand them.

The great advances made in Science, and more especially the applications of Science to almost every industry, have made informal science, or Nature Study, possible in our public schools to-day. Conditions are everywhere continually changing. The requirements of the child of twenty or thirty years ago are not the same as those of to-day. Educationists feel, and the people feel, that some important element is lacking in our curriculum, with the result that the children are one-sided and have no sympathy with