

they expected, though barely a dozen of the commonest birds were named. Then a list of such birds as they had seen already this year was made.

Every day a few minutes were devoted to asking what new birds had been seen; and I made a point of relating some little items of interest concerning them, that is, if I happened to know any.

Interest in the subject increased apace. New arrivals of birds were reported daily. One reported seeing a loon, another a crane, and so on. Then began an exciting race to see who could get the largest list. No one wished another to have seen a bird which he had not.

I fear some of the other lessons were sometimes neglected, but the results as a whole were very gratifying.

To save time during teaching hours, and also to make them practice to their utmost their power of observation, they were required to write out as full a description as possible, beginning always with relative size, probability of its being some kind of sparrow, warbler or other bird, the most prominent markings, and afterwards all details possible. (This, of course, was only done in case of a bird they could not name.)

The pupil then signed his name to the slip and placed it upon my desk. Many wrote these notes at the very moment of examining the bird, for, as Chapman says, "We do not see things at all properly until we attempt to describe them."

At first these descriptions were rather crude and would often apply to many birds, but in a short time they wrote very accurate descriptions indeed.

At my leisure I looked over these slips. It wasn't easy nor always possible to determine the bird from them, but when reasonably certain, the discoverer, and all who were sure of the same, added it to their lists.

During May, lists of from 30 to 46 identified birds were made by many pupils, and the most satisfactory feature of it was that several who had never evinced a bit of enthusiasm before in any subject were among the most ardent bird hunters.

They were taught to study without killing, and a humane spirit was found to be in even the rougher boys.

There was better attendance, too, at school, for their school life was closely linked with their rambles.

Their observing powers and powers of description were developed together and visible improvement made in their composition.