

Animals, and, as was pointed out, covers a period of nine years.

In the present condition of affairs in our school this, in the writer's opinion, is a pretentious programme for Science work and those who are interesting themselves in this direction may well rest content if they succeed in achieving something that is less formidable to those who are engaged in school work. There are, however, many valuable hints and useful suggestions both as to the subjects to be selected for study and the method of dealing with them.

The work for the nine year's study is divided into steps and the number of lessons that is necessary to complete each step is given. For instance botany is dealt with under sixteen steps, and the number of lessons for each step varies from ten to fifty. As this is the subject which seems to be the most suitable with which to introduce the study of Science we shall give a more detailed outline of the method adopted by the author of *Systematic Science* teaching in dealing with it.

In his outline of the study of plants the author divides the work into four parts, and as the first of these is about the only one with which much can be done for the present we shall confine our attention to it. The only object to be attained at this stage is "A wide acquaintance with specimens" and this is intended to be secured by the following "steps":—

(1) To see and handle typical seeds and dry fruits of autumn.

(2) To see and handle typical buds of spring.

(3) To see and handle stems and roots of autumn.

(4) To see and handle leaves of late spring.

(5) To see and know common trees. The longevity of plants.

(6) To know woods and barks. A winter study.

(7) To see and handle typical flowers. Spring.

(8) To see and handle typical fruits. Autumn.

The above is the order in which the subject of botany is dealt with, and while this order may rest on a good philosophic basis, still for the very young child the parts that are most attractive to the eye would seem to be the best with which to introduce the subject. In our opinion No. 7 is the most suitable for the object in view, succeeded by No. 3 and then by No. 4, but this is a matter which must be determined by the season of the year and the particular locality in which the work is being carried on.

To illustrate how the author proposes to carry out his scheme, let us take No. 7, given in the list above, which he calls "step xvii." In this, as in all the work, it is insisted on that the pupils be provided with a large number of suitable specimens. This cannot be too vigorously insisted on, for the teaching of botany without this is of very little use and totally devoid of interest. The author has this to say with regard to the time for this work: "The flowers of spring are much more simple in construction and advantageous for our purpose than those of autumn. The time of day is immaterial, but should be when the school is in need of a little relaxation from study. Number of lessons will be about twenty-five, of twenty minutes each."

To quote from the author again: "The most important thing for the teacher is to have a definite plan of work, and to know each day just what material will be needed for the next lesson. The pupils can then do much of the work and be helped by its doing." A definite object is then aimed at in each lesson, as, for example, the first lesson deals with flowers that grow singly either terminal or auxiliary and so on through the twenty-five or more