

other subjects. Speaking generally one half hour lesson per week may profitably be devoted in every class to some definite, sequential, subject of investigation, and the other half to general unrelated observation made as occasion demands. For example, yesterday in the Ottawa Model School a number of boys of about nine years of age, in the second grade, had a half hour lesson on seed planting and at its conclusion undertook to make the seeds which they had planted grow. During the next three or four weeks they will have a half hour lesson each week, devoted to a statement of the discoveries they have made regarding their plants and the difficulties they have met with, and also to a consideration of ways of overcoming these difficulties and to a fuller investigation of heat, light, soil and moisture conditions in relation to plant development. Another half hour per week will probably be occupied in the discussion of such phenomena as the coming of the birds and the melting of the snow, and to the explanation of Nature references found in the current class literature.

It may be urged that such work has always been done in schools. In reply it may be said that where such is the case the requirements of the new regulations are being carried out, and this is no doubt being done in an unostentatious and effective way in many schools. It is probable, however, that most readers of the *NATURALIST* have cause to remember with regret schools which they themselves attended, where more than one hour per week was wasted in memorizing abstract and meaningless definitions and records which have since been found to be incorrect, where no attention was ever paid to birds or plants, trees or flowers, the glory of the sunset or the matchless grandeur of the heavens or indeed to any of the living realities of existence outside the school room, and where instead of forming habits of observation and appreciation of the objects about them, the pupils formed habits which caused them to ignore all material things as commonplace and to move through realms of profoundest mystery and intense attractiveness with blind eyes and dormant sensibilities. It is to be feared also that such schools have not yet entirely disappeared from Ontario.