

losses to booksellers, who would be found with more or less stock of the old books left valueless on their hands. He claims that, notwithstanding all the improvements in readers made by almost numberless attempts during the last quarter of a century, the Royal Readers still remain so little inferior (if at all) that it would not pay to change them for the best that have yet been produced. The new regulation, allowing schools to use approved supplementary readers, will give much satisfaction to those teachers who are not satisfied with the readers now prescribed.

In 1892 the teaching of hygiene and temperance from text-books in the hands of the pupils was made compulsory. Many objections were raised to the special emphasis laid upon such teaching. But the report shows that similar laws were found to be necessary in France, and that the results are likely to be satisfactory, as they have been for the most part in Nova Scotia. Military drill, the teaching of moral and patriotic duties, and the establishment of school gardens, are strongly recommended as a desirable advance in our educational work. An account is given of the progress of manual training in the schools of Nova Scotia from the first department of that kind under Prof. Russell in Halifax in 1891, to the establishment of the Macdonald Manual Training School at Truro in September, 1900, with Mr. T. B. Kidner as principal. The first school of cookery in connection with our public schools was started in Halifax in 1897. There are now two teachers of domestic science in Truro, and the classes are largely attended by most enthusiastic students from the normal school, the academy and the common schools.

In referring to late educational changes in England, it is pointed out that the tendency is to make the course of instruction in all schools more comprehensive, while enabling the details of the instruction to be adapted to the special circumstances of the school, and to emphasize scientific, art and technical education, even though at the expense of some of the time absorbed in the older classical instruction. The narrow and one-sided education that has hitherto prevailed will be replaced by a broader culture in which no important subject will be slighted, and in which, therefore, a more harmonious development and a more complete adaptation to environment will be secured. In the appendix to this valuable report, we find the reports from the normal school, from the inspector and the colleges. To these we may refer at a later date.

A new canal is proposed, in the interest of western shippers. It is to run from the Georgian Bay, through Lake Simcoe, to Lake Ontario.

For the EDUCATIONAL REVIEW.]

NATURE STUDY.

The Thing That Couldn't.

"The thing that couldn't" has occurred, and at least the sign-posts leading to nature's kingdom are day by day being pointed out in our public schools. Pointed out in a geography which possesses for us no authorized textbook, and which the jealous "3 R's" regard as an intruder.

In the nature study, certain definite work must be done in each grade. There must be a plan for each season, the matter obtainable and the pupils' knowledge determining the schedule. The buds in the spring to the buds in the fall, and from seed to seed,—to some it is all new, and to all there is some additional beauty in it.

Surely from April to October, there is no trouble as to where to begin. Flowers vary according to locality, but from any part of Nova Scotia the fragrant May-flower may be sacrificed. And just here comes in a question of ethics. When the lesson involves the sacrifice of animal or vegetable life, who does not see that for a bundle of new terms and a questionable amount of knowledge, we may tend to destroy the sense of beauty appreciation, and rather strongly inculcate wanton destruction? Handfuls of flowers are brought when a few would suffice, and flowers plucked for the joy of plucking strew the ground about the children at recess, or dying meekly lie before them in school. Only those which are used for personal adornment, or after being placed in water are used to beautify the desks, should be allowed in the possession of the pupil; and certainly no more than actually necessary should be destroyed in class. Many a sweet brier or clump of daisies, a bit of beauty for all, has been plucked only to be thrown upon the ground a few rods further on. Nor is this any fine drawn bit of sentiment. Some of our rarer flowers are becoming extinct in certain localities—the vandals making a clean sweep of all the flowers seen, none being left for reproduction. Have we not all a memory photograph of far more value than the blossoms would have been of the green shadows of some wood through which the flickering sunbeams tenderly touched a cluster of dainty blossoms, and which we left undisturbed to the greenness and the perfume and the silence. Perhaps no caution is needed in regard to the animal or even insect life. Not the value of either *per se* but the coarsening resultant upon the cheapening of life, is the point to be avoided.

But to our nature work. Different grades may be grouped for this. The sixth, seventh and eighth may very profitably work together. Incomparably better