

indicate that possibly the gravel had been deposited gradually? Just as currents of air build up snow-drifts, so currents of water may build up gravel or sand hills. At the time of building they were, of course, under water.

Of what kinds of rocks or minerals are the pebbles made? Every school should have a collection containing, at least, rocks of the neighbourhood, common building stones, and common minerals of economic value. Stones in the brook may not belong to any of these. Speculation relative to the geographical origin of such stones would be valuable. If the teacher does not know the names of rocks the children bring to school, or the story of their origin and history, she can call on some one who does know for assistance. Teachers who are ignorant of the common things in nature are wilfully so.

The story of the brook gravel calls for a knowledge of the Glacial Theory. Children are capable of observing first-hand the results of the glacier movement. Glacial drift is everywhere. Glacial striae are prominent in many localities. They show best in the Cambrian rocks of the south-east slope of Nova Scotia. Gravel hills of glacial origin exist in many places. They are usually somewhat cone-shaped.

Every winter, we see glacial action on a small scale, which helps us understand the same on a large scale. Notice, when the ice breaks up in river or brook, how ice-cakes are often landed in the middle of a field. They carry with them stones and mud from the bank of the stream where they froze. When they melt, these stones and the mud are left in piles which might be considered miniature hills. One can often trace the path of the ice-cake over the field by the marks where the stones dragged in the mud.

Thus, much of the geological story the teacher will read in text-books is illustrated in every school section. Teachers will find it a pleasure to take up the study with the pupils, and enjoy learning from the brooks and hills when the weather is favourable during the winter.

There is not a coin small enough ever stamped by the hand of man to pay the salary of a poor teacher; there is not gold enough in the mines of the world to measure the value of a teacher who lifts the souls of children to the true dignity of life and living.—Theodore Parker.

NATURE STUDY OF DOMESTIC ANIMALS.

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Nature study of our domestic animals is, as a rule, much neglected. The animals seem so familiar alike to teacher and pupils that either a knowledge of them is presupposed, or they are passed by as commonplace and secondary. These suppositions are contrary to the spirit of Nature work. The pupil should be set to work. Let him investigate for himself and draw his own conclusions; all work, especially with the lower grades and in initial stages, being carefully directed and supervised by the teacher.

As an example of how such work with domestic animals may be taken up, let us first consider two household pets, the dog and the cat. These animals appeal strongly to every child; they are easily examined, and in the majority of homes both animals may be studied and compared.

The work can be followed under several heads, though, perhaps, two will be sufficient for clearness. First, the characteristics of each; and second, stories about each, and an account of their domestication and probable progenitors.

First.—Examine the covering of the dog's body and compare it with that of the cat. Which is the cleaner, smoother, longer, softer, and warmer? Which animal has the longer whiskers, and what is their use? Lead pupils to infer that the cat needs long, sensitive whiskers in hunting her prey in dark holes and corners.

Which has the rougher tongue? Lead your pupils to see that the cat uses her rough tongue in combing her fur. Does the cat gnaw a bone like a dog, or how does it get the meat off? What is the position of the dog as he gnaws a bone? The bone is the dog's tooth brush. Watch him as he performs this part of his toilet. Compare their food, and methods of eating and drinking. Both these animals are often overfed, when they become fat, lazy and stupid.

Compare the fore and hind limbs of each, as to parts, joints, character of the feet, claws and number of toes on each, etc. Which has the sharper claws, and why? How does pussy keep her claws sharp? Are these sharp claws suited for the habits of the cat, in catching its prey, in defense, and in escaping from its enemies? Compare their different habits in hunting, and note how the dog follows game, and how he