

NATURE STUDY OF ANIMALS.

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"There is a pleasure in the pathless wood,
There is a rapture on the lonely shore,
There is society where none intrudes
By the deep sea and music in its roar."

—BYRON

The opening of another year's work in nature-study is at hand; and, as teachers, we all naturally wish to do better than ever before, to come in closer touch with nature, to learn more of her ways, to find more of her secrets and thus prepare to give the best.

In attempting to conduct this page for another year I recall many encouraging notes and suggestions from teachers throughout our constituency. I wish to thank all who helped to make whatever success attended last year's effort, and ask for a renewal of your interest, and also to welcome to our circle every teacher throughout the Maritime Provinces.

In these pages during the coming year you will find some suggestions and directions along nature-study lines, which I trust you can mould into your school work with profit and pleasure. But, every reader should remember that these articles are not intended to take the place of the personal contact with nature. We must study things, not books, or we are feeding merely on the husks.

From month to month during the coming year, we hope to present a list of subjects which will form a well rounded course for the year, taking the pupil over the prescribed work, and at the same time giving scope for extra work for the more enquiring and progressive students. With this in view a carefully selected list of subjects have been prepared suitable to the various grades. The work of the lower grades should be well done, as these comprise the great mass of our boys and girls. But something will also be attempted in the way of more advanced or High School work from time to time.

Along with this work will be found suggestions for the location, collection, and preparation of subjects for study; directions will be given when necessary for the preservation of material for study and museum specimens, and for the construction of apparatus, etc., etc.

We ask you as teachers to consider that this page of the REVIEW is your special department, to which you are urged to send in reports on conditions in your locality, e. g. the presence of

injurious insects, etc., as Arm Worm, Tent Caterpillar, Brown-tail Moth, etc., etc., also to send in specimens (four or five when available) of forms you wish named. All specimens that seem in any way injurious should be killed before being sent through the mails. We hope you will also make this department a question box. Questions will be given from time to time for solution. We invite your answers, and ask for your questions.

I would urge every teacher to make a collection of the injurious as well as the beneficial insects of her locality. Gradually work out the life history of each, collecting and preserving specimens of the various stages as you find them. Ten insects this year, collected, properly preserved, and named, and arranged, will tend to make nature-study popular both in your school and district. Your pupils are anxious to be busy, all they need is direction, when once under way they soon spread the interest through the community. The teacher to make the subject a success should have the work well in hand before school begins. These are vacation days, but let us as teachers make them worth while, and fill them full, notwithstanding their name.

Work for the Grades for August and first part of September;

GRADE I.—The work for this grade must in its beginnings be distinctly by itself.

Introduce your nature-study through talk about home pets and domestic animals. A few facts about the dog, and the cat, will lead to the cow, horse, sheep, hen, turkey, etc. Of what use are these animals to man? On what does each feed? What is the color of each? What kind of a coat has each? etc., etc. Develop the idea of tame and wild animals. Be content with simple statements of simple outstanding facts. These are days of adjustments for our little folk, and each one is a fitting subject for the "teacher's-nature-study."

GRADES II, III, and IV.—Review and extend the work in domestic animals. More work can be given regarding the taming of animals. Why did man tame animals? How has man benefited by taming animals? Is the process going on to-day in our Provinces? Why?

With III and IV, extend the work to insects. The housefly as a pest is a good topic. Name other insect pests. These should be treated in a general way. The country boy will find several pests on the farm. The life history of the housefly or Cabbage Butterfly should be attempted in **GRADE**