

and third. But let the children have time to ask all the questions they wish without telling them too much. They will observe the spiny, warted covering, the different colours of the warts, etc. Let one measure and weigh the larva. Ask another to notice how many leaves it will eat in a day.

Soon the larva (or larvae, for I would try to have several, so one could be sure of having both male and female moths emerge,) will spin the cocoon, attaching it to a twig. The cocoon is of tough, papery texture, brown, and from two and a half to four inches long. Children who have never watched an insect pupate, nor have known what a cocoon is, will soon be interested. Dozens of questions will come from them. I would gratify the curiosity of these older pupils in every way possible. They will undoubtedly be far ahead of their observations now in their questions, and wish to know what will come from the cocoon.

Let one pupil have the care of the globe containing the cocoon throughout the winter.

Drawings of the larvae may be made, and of the cocoon, as practice work. Compositions may also describe each one of the stages so far.

The words, larva, pupa, pupate, and the names of parts of the larva may be given to the children of this grade and explained so they will easily remember their meanings when used again.

In late May or early June, the pupils will be interested in the moth emerging. This being the most conspicuous form, the children will observe every point for themselves. A written composition from each without any help from the teacher, may be called for to compare the correctness of their observations, and the way in which they express their own ideas. Many children pass through grade after grade without really ever trying to write on any subject without first hearing the ideas expressed by the teacher.

The stage where the moth lays eggs and the larvae are produced may not be reached during the school year, but some child will now be interested enough to wish to see the completion of the life history of this moth, and will care for the specimens to study it in vacation. Late in the term drawings of larva, cocoon and moth would be placed on the board by the teacher, and all that had been learned discussed orally. Then the drawings copied by the pupils, and a concise, careful composition written.

Many would object to this last named work as being too arduous, and by tiring the children, perhaps defeat the true aim of nature study. Yet I believe that scholars in fairly good standing in Grade VI, who have really become interested and enjoyed the study of this nature object, will take great pride in a nature study note book, and will, with the greatest care, copy the drawings, and observe neatness of writing, expression of ideas, punctuation, paragraphing, etc., in fact all points so important in a good composition, and of help in all written work.

When a number of moths have emerged from cocoons, there is almost sure to be one scholar, who will have the museum idea, and wish to mount one, especially if they are to be set free. This scholar would, probably,

take great pains on learning to mount the specimen, and show pride in exhibiting it to visitors. If this were the case, and the specimens were carefully preserved, I should encourage this form of a child's interest.

Teachers' Institutes.

Gloucester County.

Les 29 et 30 juin dernier eut lieu à la Grande Anse, la réunion annuelle des instituteurs et des institutrices du comté de Gloucester sous le présidence de M. l'inspecteur J.-F. Doucet. M. Charles C. Poirier, instituteur à Caraquet, agissait comme secrétaire. M. l'inspecteur en termes très appropriés souhaite la bienvenue aux membres présents puis les engage à entrer sans crainte dans la discussion des différentes matières qui leur seront soumises au cours de l'institut. Il présentait M. H.-G. Harrison, M. A., principal de l'école de Bathurst, qui lut en Anglais une intéressante conférence sur les relations devant exister entre les parents et les instituteurs.

Les idées si utiles et si bien énoncées par le conférencier, ont été discutées par M. l'inspecteur, M. Poirier les demoiselles Josephine Dumas et Lottie Foley et par MM. Jos. Delagarde, J.-E. DeGrace et Jas. McIntosh. Ajournement jusqu'à 2 heures, P. M.

A la séance de l'après-midi Mlle Lucia Thériault donna une leçon de lecture à une classe de Grade III qui lui valut les félicitations de tout le monde. Ensuite M. H.-H. Hagerman, M. A., professeur de l'école normale, nous parla tout près de deux heures de l'enseignement du dessin.

Le soir eut lieu une assemblée publique dans le sous-bassement de l'église, à laquelle ont adressé la parole M. le Surintendant, l'inspecteur, M. le curé Doucet et la Père Travert, Supérieur du collège de Caraquet, MM Hagerman et Harrison.

La première séance de vendredi commença à 9 heures. Le Surintendant tel qu'on nous l'avait annoncé était avec nous. Deux adresses lui furent présentées, en français par Mlle Hedwidge Dumas et en anglais par Mlle Laura Eddy, Le Surintendant en donnant sa réponse exprima le plaisir, qu'il éprouvait de se trouver pour la première fois dans ce comté en visite officielle. Il remercia chaleureusement les membres de l'institut pour les bons sentiments à son égard exprimés dans leurs adresses.

Après le beau et intéressant discours du