

The Natural History of Nova Scotia.

From Regulation 51 (c) it can be seen that every good school is expected to have a collection, representing as far as possible the Natural History of the school section—the Geology, Mineralogy, Botany, Zoology, Archaeology (if it has any relics), History, etc., of the community. The formation of such collections will be even more educative than their simple possession afterwards. Children should develop into thoughtful men and women; and the school room is the place in which it is expected mental awakening should originate. The routine of mechanical drill has its place and its special value; but if there is nothing more, the school room will become a place to put *mind* asleep even should it develop good and methodical habits.

It is hoped, therefore, that teachers in addition to their daily objects lessons will stimulate the pupils to make permanent collections of all kinds. Such collections will be of very great interest to visiting naturalists, from whom both teachers and pupils may incidentally receive much important instruction as well as the names of many of the objects. The teacher would do well to endeavor to make a list of all rocks, minerals, plants, etc., known to be found in each section. This is a part of Nature study and fits in well with the phenological observations which have been carried on for years in so many schools with great success.

Phenological Observations.

It is hoped that these schedules may be filled in by more schools, and that the errors noted in so interesting a manner on pages 74 to 82 preceding shall continue to grow less. Already a great deal of scientific work has been done throughout the province by this simple expedient, which adds not a single word to load the pupil's memory; but which when interesting the child in the observation of things along his otherwise monotonous way to and from school, starts him a thinking in the way of the men who have done something in the world.

Our Phenological compilers have done much work, and have made very interesting comments and criticisms on the schedules. In reading these, the schedule immediately preceding should be under the eye, so that the plants, etc., referred to by number, may be known. In this schedule the Phenochrons of the province for the year ended June, 1903, have been entered. All the 1903 schedules sent in have been bound in a large Morocco volume for the year.

Arbor Day.

If all the trees for which there is room have been already planted, there is still room for special exercises on Arbor Day. There is the importance of forestry to discuss and illustrate; and if the weather is fine demonstrations of various kinds might be made by the teacher and his pupils in a neighboring wood.

Forest Fires.

The action of forest fires should be studied practically by the pupils in the neighborhood of such a phenomenon. The region should be studied every year so as to discover the natural succession of weeds, bushes and trees following each other in succession. This ecological problem is both an important and an interesting one. Each year after a fire the plant society varies until finally, after many years, the old forest comes back again. But there is a natural and more or less invariable order of succession of plant families from year to year. The existence and limits of forest fires should be entered on the phenological schedule under the head of additional observations.

Earthquakes.

The following circular drawn up originally by the special expert in charge of Earthquake Records for the United States Geological Survey, and enlarged and