

phases of Nature Study that relate to life we should seek to develop in the children a respect for the rights and lives of all the wild things unless they be pests that infringe on the rights and property of others. We found the lives of many of these pests very interesting, for instance the aphids and ants. We almost regret that here the study of Agriculture must come in and teach the necessity and methods of protecting ourselves from our numerous insect enemies. When making our collection of bugs, beetles and butterflies we usually took only the specimens actually needed. Instead of destroying the beautiful butterflies and moths, that had probably deposited their eggs and so could do us no more harm, I thought it better to wait until we met the less attractive larvae and then in the agriculture lesson teach the necessity and best methods of protecting ourselves from our enemies when they became numerous enough to injure our crops.

STARS

Winter seems the best season for the study of the stars. We usually begin our school-room lessons by drawing a familiar group and adding other groups as we learn to distinguish those already drawn. If given only one group at a time the children will hunt them out for themselves. To make the study more interesting I tell as many of the legends as I can. One winter we accomplished more than the usual amount of work as we walked to practise for a concert. Every winter a few opportunities of seeing the stars together present themselves and the children are always ready to show what they know and to learn more.

BIRDS

In the winter too, we keep in touch with the birds that remain with us and when spring comes are ready to welcome each returning bird. The child is always proud to be the first to see a bird when it returns and to tell what it looked like, where it was, and what it was doing. As we go to and from school, at recesses, and in all our walks we are always mindful of the birds. We learn how they fly, what they eat, how they sing, and usually find how they build their nests, the number and color of eggs and what the little ones are like. We sometimes hear of wonderful birds that we can never hope to name, because although Nature Study trains to accuracy we do not attain perfection. Each time the child fails to describe his bird exactly enough for us to determine it makes him more anxious to know exactly how the next one looks. Observation soon shows the children how useful the birds are

to us. With knowledge comes friendship, hence protection for the birds and their nests.

FISH, ETC.

This term we chose for our special study, the life of river, brook and pond and I assure you we have found no lack of material. Our river is a never-failing joy to our boys. They are as familiar with the "bore," the mud-flats, the tide and quick-sands as with the main road. In the river they have found eels, salmon, mackerel, herring, cod-fish, tommy cods and were even fortunate enough to see a porpoise taken. They were not long in finding out what he ate and drew their own conclusions as to why the fish are not so plentiful as they were last year. They also know just how the gulls kill their prey and what are their choicest parts.

When children get busy the teacher never knows just what form her next acquaintance may take. One morning we met our first cray-fish in the hands of a small boy. Its antennae mouth, eyes, teeth, nippers, legs and swimmerets and tail were so unusual that we were all delighted with it and very pleased when we got a proper introduction and knew just what to call it.

This study develops in the child a love of all nature. He learns to note the bubbling of the brook, the drifting clouds, the beautiful sunsets, the chattering of the squirrels, the songs of the birds, the buzzing of the insects, in all the sights and sounds around him he comes to appreciate Nature's charms.

What is more refreshing than a few days or even hours spent on the lake or river, in the fields or woods, anywhere in the great out-of-doors, after we have acquired a knowledge and a love of nature! How much more we will get from associating with the wild life around us than from an eager pursuit of that life for the purpose of wantonly wasting it.

To me the first aim in all our education of the young should be to make the very best men and women possible of those entrusted to our care. Lessons are not merely a cramming in of knowledge but a building up of character. Each subject plays its part and Nature Study plays no mean part in this training. Let us see to it that the child gets the best out of this study that we can give him and bear in mind that he gets more from a lesson given in a way that is interesting and pleasant to him.

We, too, will get more out of our lives if we approach our work not solely as a means of earning our living but as an opportunity of making the lives of our pupils a bit happier, a bit better.