

clearing and cultivating or not. What plants grow on undrained land? Then, presence of these plants in a field tells the farmer drainage is needed there.

Thus the plants by the roadside are not only interesting in themselves; but by studying their habits, their relations to soil, light, and drainage, much of practical value may be learned. Study cause and effect. Let botany be an intelligent comprehension of Nature, rather than an abstract observation of plants by themselves, and it becomes a living subject—it is Nature-study. Always ask, what can this plant teach that will be of value in our struggle for existence as well as in our struggle for a higher intelligence.

Nature Lesson.—Grade II.

E. IRENE FULTON, 106 Cornishtown Road, Sydney, N. S.

Mr. Percy J. Shaw, Horticulturist of the Agricultural College, Truro, sends the REVIEW the following paper, written by Miss Fulton, one of the Rural Science School students, in answer to the question: "Select any material you choose; take any grade, and show what kind of nature study you would have the children do." The answer, as Mr. Shaw remarks, illustrates the true spirit of nature-study.

One bright day, as the children were walking to school with me, we saw caterpillars hurrying across the walks, so we watched them for a few minutes.

The children asked so many questions about them that I thought it would be a good lesson for them to find out the answers for themselves; so I told one boy to pick up one or two of the caterpillars and put them into a box. Then we looked in the direction from which they were coming and saw a great many on the trunk and branches of an elm tree. The boys wanted to give them something to eat, so we took green leaves from the tree and put them into the box, keeping them moist and bringing fresh ones occasionally. How the children watched the box, each one anxious to be the first to inform the teacher of any change! Soon they saw each specimen enveloped in a green looking covering and it did not look like a caterpillar at all. They knew it was alive because they could hear it making a rapping noise in the box. While we waited for further developments we talked of the harm the caterpillars must do by eating the leaves of the trees. This led to a talk about the use of leaves. The children decided that the caterpillars were not our friends if they destroyed the trees, because they

liked to have the leafy trees about the school-yard. After a few days they saw the butterfly in the box and wanted to know what they would give it to eat now. I told them to watch the butterflies in the fields and tell me what they ate. It was not long before some of the boys brought me flowers which they said the butterflies ate; yet they could not find that any part had been eaten. Then we wondered how it took its food. I asked them how they took their food, so then they began to look for its mouth and were surprised to find only a coil of something like a watch spring and did not understand how they could get their food with that.

With a little guidance they found that flowers held something sweet which the butterflies liked, saw where it was held, and learned its name. This talk led to the children asking the names of some of these flowers which were unfamiliar to them, and they felt proud of all the knowledge they had obtained from observing a little caterpillar crawling across their path.

During the four years I have spent in the teaching profession, I have found your paper both interesting and instructive; and would recommend it to all teachers. I regret that circumstances make it necessary for me to discontinue the paper, but perhaps at some future date, when my college course has been completed, I may find it convenient to again subscribe for your paper. I wish for the EDUCATIONAL REVIEW a prosperous future, and a wider circulation among the teachers of these Maritime Provinces.

Sincerely yours, M. B. A.

Hell, Hull and Halifax.

Halifax, supposed to be the most wealthy and prosperous town of the English north country in proportion to size, formerly possessed a curious notoriety. A clause of the "Thieves' Litany" ran: 'From Hell, Hull and Halifax, good Lord, deliver us.' This arose from the fact that Halifax at one time could inflict summary punishment upon any body within a radius of nine miles who had committed a felony, especially by stealing cloth. The culprits were tried by a jury of four free-holders, and if found guilty, as generally happened, were executed with a kind of guillotine, at a spot still shown in Gibbet Lane.