

**NATURE STUDY AND SCHOOL GARDENING.**

Special to the EDUCATIONAL REVIEW.  
(Continued from February)

Nature Study deals with facts and principles on which the systematic study of agriculture should be founded. It does for agriculture what manual training does for technical and industrial education. Because all school training in observing, investigating and recording, should include lessons in reading, writing, drawing, arithmetic and composition, nature is closely correlated to the other subjects of the curriculum. To none is it more closely connected than geography, especially to physical geography.

These facts were known to you; what you expect I presume is a discussion of the leaflet.

In all suggestions that I offer, let these facts stand forth. Choose the subjects that are best suited to the season, and the child's environment. For instance, here in St. Andrews, the beach will furnish much material for work in nature. All her industries are associated with the sea, as are those of the islands, and coast villages. In St. Stephen the key-note is manufacturing. When I first went to St. Stephen I was much surprised at the list of industries furnished me by the class. That year we made a study of the history and importance of the candy industry. Governor Ganong furnished me with facts, and the children brought in much information. Last year we made a study of the industry as carried on by Haley & Son. A delegation of about twelve pupils went to the mill, where Mr. Haley explained the processes to them, taking them to the section in which each was conducted. An outline was put on the blackboard and these children furnished the information. A description was afterwards written by each member of the class.

In St. George the Granite Works would supply material; in Milltown, the Cotton industry. In farming sections, the study of farm machinery, the yield per acre of crops, their value, the importance of raising stock and the value of the same, the poultry question.

In teaching the subjects, children may be divided into three divisions: First, from five years until eight; second, from eight years until twelve; third, from twelve—

In instructing all grades we must consider: First, the matter of study and how to obtain it; second, the teacher's work; third, the pupil's work.

In the first stage that only is taught with which the pupil can and do come in contact.

Through all the grades, and for all months, the course prescribed is divided into four subjects: Plants, Animals, Physical Nature and Environment. This gives one week for each subject. The directions are given very explicitly, the fault being there are often too many topics to cover in one week. In this case the sensible thing is to select one or more of the more important from each.

Plant Study is taught through the following headings: Where it was found and description of place; part above ground; part underground; fruit.

In the higher grades the flower may be introduced; also the seed and manner of dispersal. From Grade IV on, drawings of the parts are made; the plants studied, mounted; the seed collected, cleaned and bottled. The uses or destruction of the plant touched upon. Means to preserve the useful, and get rid of the injurious.

In Grades VII and VIII work should be done on germination. To provide work in germination line an ordinary glass tumbler with blotting paper and put pebbles enough in the glass to hold the paper in place. Between the glass and blotter paper place a bean, a pea, a corn seed, a radish seed, and a seed of oat. Pour in water enough to cover, and

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