

But how? Two simple laboratory experiments reveal the facts: (1) that given certain conditions, liquid will rise in a glass tube through an osmotic membrane, which may represent a root fibre, and (2) that colored liquid will rise in a cut stem placed with its end in the liquid, and further that, in rising, it follows certain, well defined passages. The child sees this before his eyes. It has become a real fact in his consciousness. He has had a new experience. And these are only a few of the many simple experiments by which a realization of the working of Nature may be brought home first hand to the pupil.

With younger pupils, no doubt these broad and pleasant stimuli which appeal to the æsthetic side of the child's nature must be largely depended upon for development of sense activity. But to the child whose years at school are limited, a practical knowledge of those features of Nature with which his life-work will be most closely connected is of many times the value. With this object in view, the attention of the class was directed towards the collection and study of weeds and weed seeds, and the rusts, smuts, and other parasitic growths which at times have proved so serious a menace to agricultural success. To this work were appended brief descriptions of the best methods of fighting these enemies of the farmer. The collection of specimens of injurious insects and their work, also placed the class in possession of much valuable information regarding another element of danger to the farmer's crop.

In the Manual Training department a successful attempt has been made at the correlation of Nature Study and woodwork, cardboard work, drawing, design, color work, and modelling. In the wood and cardboard work only such models have been selected as would prove of practical value in the Nature work, as, plant labels and garden stakes, spreading-boards, terraria, bird-houses, etc., in wood, and seed-boxes, etc., in cardboard. In drawing, no pencils were used, brushes taking their place. A beginning was made in blob work and moss drawing in ink. This was followed by color work, the construction of charts, drawing of objects in colors, and natural and conventional designing. Of this work perhaps the most important feature was the drawing of natural objects in colors. Anything—a bird, a butterfly, a twig—was selected and worked out with a brush in its natural colors. Prof. Evans, who has charge of the Manual Training department, advises the introduction of this work into even the lowest grades and its continuance throughout the School. In this way it is hoped we may be able to cut adrift from the conventional, expressionless drawing work of the past, and do something towards the development of those artistic instincts which have hitherto been left dormant in the child. Poets may be born, but artists must be developed.