

they will be very soon. In a few weeks there will be such a luxuriance of vegetation that there will be a temptation to attempt too much, which will be fatal without the careful preparatory work which the weeks of March and early April will afford time for. In No. II. below will be found an outline for plant study that will occupy a week or two. Remember that if a large collection of the district flora be attempted this season there should be a systematic study of comparatively few species. These species should, if possible, represent the most abundant families and genera growing in the neighborhood. The pupil should be taught from one thoroughly mastered species to group round it others belonging to the same family. Take, for instance, the strawberry, violet, trillium. After a complete study of the characters of each he will be able to recognize other members of the rose or violet or lily family. Some there will be among the pupils who will be able to proceed much faster than others. Encourage these in all possible ways to independent research and study, but be careful that the general class work is carried on as indicated above.

Assign no lessons in the books at first. If home lessons are given let them be based on the study of the specimens before the class—to write notes, make drawings, and to more fully investigate certain points that the teacher may deem it wise, for the sake of creating a livelier interest, to put off for the next lesson, inciting the pupils to solve these problems for themselves. Thus they will naturally turn to the text-book for relief, and the teacher will soon see how much more attractive the book will become than if he had assigned a dull lesson to be committed to memory for a still duller recitation. Dr. Bailey's little text-book on "Natural History," and Gray's "How Plants Grow," will be found very useful for such reference.

No. II. A Child's Garden—Leaves and Flowers in Their Winter Homes.

There is something in the breath of spring that irresistibly tempts us abroad—to explore the cool woods; to linger beside the swollen stream, whose rushing waters are the sound of sweet music in our ears; to penetrate the narrow ravine, where the early spring flowers are found side by side with the late snows of winter. How fully do we all enjoy this return of life to earth!

To heighten the enjoyment that this awakening life brings, show how these plants begin life, how they expand and blossom, and finally die after bringing their seeds, which promise a renewal of themselves, to perfection. This will be the work of a whole season. But let us anticipate nature, so that we may be prepared for that rapid and mysterious change, which

the unassisted eye may pass over without getting an adequate glimpse of its meaning.

Last summer, perhaps before the days began to shorten and the cooler breezes to show signs of the coming autumn and winter, the plants were making provisions for their renewal this spring. In each seed, born of the parent stem, there was the germ of the future plant snugly folded up with a store of food provided to begin its new life. Each leaf and flower, soon to burst forth in beauty and luxuriance, were snugly folded up "in their case russet and rude," defiant of the rough blasts of winter, and only waiting the life-giving rays of the spring sun.

Now, to make this picture real, in the first place let the children plant seeds of the bean, or pea, or maple, and side by side with each of these a seed of oats or Indian corn. Flowerpots or little boxes filled with fine earth or clean sand, as directed in the REVIEW for April last, may be used. Every pupil should have such a garden of his own. Sheets of blotting or any porous paper may be used for germinating seeds. Be careful to keep them in a place where the temperature is even, not too hot nor too cold, and supplied with sufficient moisture, and placed as often as possible in sunny windows. After two or three days make another small plantation of a bean and an oat, and so on until several successive plantings have been made. These will illustrate the lessons we have in view for the April number of the REVIEW, showing the growth of dicotyledonous and monocotyledonous plants.

While these plantings are being made, have the pupils bring in for class work some twigs of poplar, horse-chestnut, dogwood or other trees that have large leaves which come out early in spring. The teacher should make a careful survey of the neighborhood first. Then he may accompany a few of the older scholars, directing them to bring in what is desired for the first lesson. Suppose it is a twig of the poplar tree. Begin the talk about leaves. Will the leaves of last season reappear on the trees this spring? How do you know they will not? When are the leaves formed that are soon to appear? Is there anything upon this twig that looks like a leaf? During this close examination of the twig, the layers of bark, wood and pith, may furnish subjects for investigation. When the pupils have found out that the little brown cones are the only possible places where the leaves may be hiding, the first lesson should be brought to an end, and they may be told that it is a game of hide-and-go-seek between them and the leaves. If their interest has been fully aroused they will have enough to tell you at the next lesson. How they pulled off the outer layer of the bud—the little brown