

shade; which appear first in spring; the dispersion of their seeds; the insects that visit them. Study the plants of the locality—which thrive as wayside plants; which grow in the fields; which of these latter may be classed as obnoxious weeds, and why some of them are so difficult to exterminate. Keep a plant calendar for the room; if board space is limited, a sheet of manilla wrapping paper tacked on the wall answers, where the children themselves may keep a record of the season's flowers in the order in which they find them, with the name of the finder, date, locality, and a brief description of the plant—and have every child keep a similar one for himself. They are interested and kept on the watch for new flowers, that they may be the first to bring them. If they are taught to press and mount plants, it adds to their interest, and may help them to identify the same plant afterwards.

Study the trees as they blossom. Which of them bear blossoms before the leaves, and which do not; which have perfect flowers, and which have two sets of flowers, and whether these occur on the same or on different trees. Just here you may be enlightened as to how little the children really know. If you have thought that the children knew as much, or more, than you, and that the little you knew was not worth trying to teach, it may be encouraging to find a boy who does not hesitate to assert his belief that the branch another has brought into school hanging with blossoms never grew on any maple tree! Then there are the birds, in which the children are always interested, even if their descriptions are at first somewhat startling. Caterpillars brought into the schoolroom in the fall form an interesting study, and the children learn to distinguish, from the cocoons, which will develop into moths and which into butterflies. The most interesting event in connection is the emerging of the insect, when the children can learn its name and have its life history. They may learn, also, to distinguish between those insects which are beneficial and those that are injurious to plant life.

An aquarium is always interesting and easily made. Take a glass jar, or make one by cutting the shoulder off a large bottle. In the bottom put two or three inches of clean sand and a few stones. Put some water-plants in this, placing stones or shells at their roots to keep them in place, and add any kind of suitable animal life available—tad-poles, water-snails, minnows. Keep it supplied with plenty of fresh water—a little algæ or pond scum

helps to keep the water pure. It requires some experimenting at first to get the right balance between plants and animals. If properly adjusted, little is needed but the addition of fresh water. The children like to collect frog and toad spawn, and take a great interest in the development of the tadpole as he comes out and begins to wiggle round. By making drawings of the different stages they have its history.

A terrarium may be made from a crate or soap box. Remove two of the sides, nail on fine wire netting instead, and make a door of the netting for the open end. It should have three inches of good rich soil—sod with the grass on does very well. This will form a home for grass-hoppers, caterpillars, toads, or even snakes, which the children can study at close range. In making this colony, it is necessary to study the favourite diet of each proposed colonist, otherwise some of them may be missing.

Then there is the school garden, which in some form every school, rural or town, can have. If space is not available in the school-yard, or if, for any reason, it is not possible to have one, then a window garden may be made by fixing a box on the outside of the window ledge. But if possible have a garden in which each pupil has his own little plot and is responsible for it. At the consolidated school in Guelph the first four grades had plots of two feet by three feet, the higher grades three feet by five feet. The little tots had flowers, the larger pupils vegetables. And they were so interested in their plots during vacation that those living near came regularly to see to them; and the teachers gave it as their experience that the time taken from their studies to devote to gardening was more than compensated for by the deeper interest they took in all that pertained to school life. The planning of the plots, the measuring and staking of them out, is practical work that makes the pupil more skilful of hand, more accurate of eye. The improvement of the environment, which improvement he has assisted in, gives him a sense of responsibility with regard to the school, and leads to a different attitude towards the school and grounds. He takes a pride in trying to keep them neat, and in some cases the influence has extended to his home life, where he has attempted a flower or vegetable garden of his own. With neat and beautiful surroundings comes a change in the moral tone of the school. Consideration of the beautiful helps to exclude the base, and thus it becomes an aid to discipline.