

refuge in Canada. (See "Canadian History Readings," G. U. Hay, Publisher, page 322).

Stephen Collins Foster, born at Pittsburg, Pa., July 4th, 1826, was the author of these and nearly two hundred other songs and melodies, many of which were long deservedly popular. Among these were: Old Uncle Ned, Willie We Have Missed You, Old Dog Tray, Come Where My Love Lies A-dreaming, Sadly to My Heart Appealing. The latter was written when he was only thirteen years old. The two songs quoted above are best known. It is said that "Old Folks at Home" yielded him \$15,000. He taught himself music (a hint to many who "can't sing"), the elements of painting, and French and German. His gift of melody was remarkable, and if he had had a thorough musical education, he might have become a second Schubert. He died in New York on the 13th of January, 1864, at thirty-eight years of age.

(To be Continued.)

A hunter in the Alleghenies one day shot a very large bald eagle. The bird measured seven feet, two inches across the wing. When the sportsman went to examine his prize he was astonished to find one of the eagle's claws held firmly in a powerful steel trap, to which was attached a steel chain five feet long. Trap and chain had many marks of vicious blows from the eagle's bill, showing how he had vainly endeavored to free himself from them. While they had not been heavy enough to prevent his flying, the hunter believed that they had so impeded and wearied him as to be the cause of bringing the great bird within the reach of his rifle. Many a fine man, with brain and imagination, and heart capable of high soaring, has been brought within reach of the enemy's gun by some trap of vicious appetite or passion that has held him down from his place among the stars. How wise the admonition of Paul, in his letter to the Hebrews: "Let us lay aside every weight and the sin which doth so easily beset us."

A master of an elementary school recently sent a batch of "howlers" to the *London Globe* for publication. On the nature of gases, "An oxygen has eight sides"; in natural history, "A cuckoo is a bird which does not lay its own eggs"; a "mosquito is a child of black and white parents"; and "a blizzard is the inside of a fowl."

"I think auntie is very inconsistent," said the fearfully bright boy.

"Why?" asked his mother.

"Because she called me a young heathen, but she never makes the other children save up their pennies and send them to me."

Think of your own faults the first part of the night, when you are awake, and of the faults of others the latter part of the night, when you are asleep.—*Chinese Proverb.*

Nature Study in the Common Schools.

After the Summer Vacation.

By JOHN BRITTAIN.

Winter advances so steadily toward us after the summer vacation that we have but a few brief weeks in which to study the autumn work of plants and their preparations for winter.

In order to understand the structural relations between the flowers of spring and summer and the fruits of autumn, each child must have a clear idea of the structure of a flower and the functions of its parts. So the first lessons should include a review of the flower, with the careful comparison of a few flowers with the fruits these particular flowers produce.

The observant and sympathetic teacher will find that the children care little for structure apart from its relation to function and life. Study each plant, then, as a living and working organism, which must work out the problems of its existence without understanding them, as we ourselves often have to do.

And while taking the utmost pains to get the facts correct and the ideas clear, let us not forget that the value of the teaching in the lives of the children depends mainly on the spirit which pervades it. If our teaching is permeated by sympathy with child-life and with nature, it will arouse in many a young heart that *nature-love* without which none can enter upon the best part of our earthly inheritance.

In collecting plants for these first lessons, select them from families which both bloom and mature their fruit in autumn. The Pulse and Composite Families afford the best and greatest variety of material. The irregularity of form in the flowers of the Pulse Family, and the cohesion and adhesion of the parts of those of the Composite Family, and their social habits, present problems different from those of the simpler flowers studied in spring.

In the Pulse Family, the sweet pea, the sweet clover, the red and alsike clovers and the garden bean, may all be found both in flower and fruit. The children will make out the structure of the flower of the sweet pea, which is the best to begin with, with but little aid from the teacher. Many will think at first that the corolla has only four petals, and when trying to find a fifth to equal the number of parts in the calyx, some will conclude that the large upper petal (the standard) must