

communicate it to them. Of course, where possible, each child should be provided with one of the objects to be examined. The children will tell you what they see, but you must direct their observations.

Every teacher, in order to teach Nature Study successfully, must have some knowledge of Botany, Zoology, etc. I have many methods which I find successful in teaching the children to be observant, one of which is: I have the scholars keep a record of the weather. They put down the date, say whether it is clear or cloudy, warm or cold, rain or snow, etc. It is well to have them record the temperature. If all district schools are equipped as well as mine, you will not find a thermometer or much of anything else; but I construct all the apparatus I can and buy the rest. It will pay you to buy these implements because you will see the great improvement your children have made. Each child should be provided with a note book, in which he preserves the lessons with his own observations which may be few at first but after a few lessons you will be surprised to see how they will open their eyes. Introduce no technical terms, (petals, serrate, etc., use flower leaves, saw-toothed, etc.) until needed. After a time the children will see the need of a word to express "saw-toothed." Introduce it and the children will want to use it. Never introduce these words in bulk, to be learned, because they will go in one ear and out the other.

Review lessons carefully and compare, noting the differences, the lesson of to-day with that of yesterday. Below I give a few specimen lessons on different objects. Firstly, take up any plant to get the parts with their uses.

Plant:—Root, stem, flower, (petals), (flower leaves at first), sepals, stamens, pistil, pollen, ovary, etc., and then the use of each.

It would be well to take up the uses of some of the plants under this lesson.

Now we will examine a particular flower plant.

Aster:—(1) Where found? (2) Root (kind color); (3) stem (color, hollow or sound); (4) leaves (color, how veined, serrate, crenate); (5) flower color, *a*, stamens (number, etc.) *b*, sepals, petals (number, etc.) *c*, Pistil, anthers, stigma, etc., (6) fruit, (ovary how formed, number of seeds, etc.)

Other fall flowers, golden-rod, etc., may be taken up.

The fruits, pumpkin, squash, tomatoes, apples, etc., will furnish valuable October lessons.

Let each child have a specimen which he has gathered himself, but accept no mutilated specimen and have specimens as fresh as possible.