

against the spathe, are the real flowers, which consist of a small greenish mass, arranged on a spadix. This plant is often called the wild calla, and is only found on very wet ground.

*Painted Trillium*.—This plant is often called wake-robin. It is found growing in shady places and along the banks of brooks during the month of May. The stem grows erect. The blossom is white. Flower—Only one growing at the top of a stalk, and consisting of three pointed petals. These petals are striped, or painted with red lines at their base. The calyx consists of three green sepals. There are six stamens, and one pistil, which is divided into three parts at the top. A short distance below the flower, on the scape, are three dark green leaves. The root is made of fibres springing from a short thick underground stem, often round like a small potato. The fruit is a bright red berry.

*Star-flower*.—This flower is found during the month of May. The stem is erect and smooth. The blossom is white, rising from a whorl of light green leaves. It consists of seven spreading petals with a calyx, usually seven parted, five stamens and one pistil. The leaves are thin and pointed.

### One Way to Watch Germination.

When you have planted your seeds, unless you take them up every day, you cannot see how the little plants are behaving down under the soil. I want to tell you how you can know some things that the plants are doing without disturbing them.

Choose an ordinary glass, roll up a piece of blotting paper so that it is a trifle smaller than the glass, and place it inside. Between the blotting paper and the glass, put a few radish seeds, or any kind of seed such as you planted in the soil. Keep the blotting paper moist and watch what happens. In four or five days the plants should be "up." Here are some things to think about as you watch them:

1. Note any change in the seeds when they have been moist for a few hours.
2. What happens to the outer coat of the seed?
3. In what direction does the little root grow? The stem?
4. Notice the woolly growth on the root. Does this growth extend to the tip of the root?
5. When the little plant has begun to grow, turn it around so that the root is horizontal. Does it remain in that position?
6. How soon do the leaves appear?

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### Why the Country Boy Wins.

Why does the boy from the district school outstrip his village cousin in the high school and college? There can be little doubt that he does. Many of our village high schools depend upon the district school graduates for scholarship, for school spirit, and largely for attendance. In a large majority of cases the highest honors at graduation fall to the boy who learned his arithmetic and reading in the district school. Green in appearance, using poor grammar, rarely knowing how to march in step, ridiculed by the stylish youth from village homes, the country pupils soon demonstrate their ability to leave behind those who would scorn them.

Many reasons are given to explain this. Pupils from the country appreciate their advantages more; they have not so much outside of school to engage their attention; they learn on the farm the knack of doing things. These explain in part, but the district school should not be left entirely out of consideration. Are the district schools better than the village graded schools? Are the teachers better prepared or better paid? Is the instruction superior? Have the district schools better facilities for doing efficient work? There can be but one answer to all of these questions. It is a wonder that the district school teacher with twenty or thirty classes per day can accomplish anything at all. The boy in the district school must do most of the work himself. With a hint here and there, he ploughs his own way through arithmetic and geography, through reading and spelling. His recitations are mostly examinations with very little developing or explaining. He brings to the high school an inferior knowledge of elementary subjects, but he also brings what counts for much more, the ability to do things for himself. He knows something of research, for he has gotten most of what he knows unaided.

The boy in the village school too often receives his portion in homeopathic doses, very systematically administered, thoroughly assimilated, and frequently repeated. The bright pupil fails to get a taste of personal conquest. He looks to his teacher to furnish the material carefully developed and predigested. He seldom catches the spirit of research and often loses his native curiosity. Passivity and receptivity become his fixed attitude.

To overcome these faults supervisors and grade teachers must learn to look less to subject matter covered and more to mental training. There must be more suggestion, less demonstration; more investigation, less drill upon non-essentials; more concreteness, less idealizing; more leading, less coaxing and compelling; more study into nature, less study about nature; more training of the motor faculties, less appeal to memory. Such active methods will produce more active minds, and, coupled with a fair knowledge of subject matter, pupils will have the habit of helping themselves.—*Principal Chas. S. Williams, Chatham, N. Y., in The Educational Gazette.*