

general, "Will Genius Triumph Over Adverse Circumstance?" or "Innate Ability vs. Environment."

Of subjects for imaginative composition I should set very few, and they would always be optional. Purely imaginative writing is utterly impossible for many people. In some cases the power is only latent and may be roused by example and encouragement, but it is useless to try to force it,

Moreover, the children who can write "out of their own heads" generally love to do it, and need no stimulus. In this division of the subject I should be guided by the tastes and powers of the class, setting optional topics for original stories, or imaginative description, more or less often, as the class took to, or disliked them. Outline plots for short stories may be given or suggestions for writing an incident, or stating a situation from different standpoints. The following examples are taken from the Manual of Composition and Rhetoric by Gardiner Kittredge and Arnold, and strike me as excellent, though I have not tried them.

1. Two boys are rowing on a lake. Their boat capsizes. One of them swims to shore; the other cannot swim, but clings to the boat until he is rescued.

Describe the rescue:

1st—In the words of the boy who swam ashore, deserting his companion.

2nd—As if you were the bystander.

3rd—As if you were the father of the boy who clung to the boat.

Jane Grant lives on a farm. She has left school and wants to go to college. Her mother sympathizes, but does not know how the money can be raised. Her father thinks Jane knows enough already. Her aunt Martha objects vigorously. Her older sister suggests a plan by which Jane can pay her way.

Tell the story: (a) From Jane's point of view; (b) as her mother writes it in a letter to an old friend; (c) as her father would tell it; (d) from the aunt's point of view; (e) as Jane's sister wrote it in her diary.

Sabbath-days—quiet islands on the tossing sea of life.
—Duffield.

Why is the St. Lawrence the only river in which there are no floods? Because its basin is so small in comparison to the size of the river; the great lakes are reservoirs or catch basins so large that their surface is not materially raised by even the heaviest rain storm; and because the channel of the St. Lawrence is so large and the current very swift.—*The Western Teacher.*

Nature Study for October.

By LAULA S. SMITH.

October is the month to gather cocoons. Boxes with wire netting on one side and a sliding glass cover on the other will now be found very useful. If large green worms and others are placed on twigs the spinning of the cocoons can be plainly seen.

The leaves should not be forgotten. The beautiful foliage of October suggests attractive material. Children love beautiful things, and though unable to appreciate nature in her more subtle and complex aspects, can and are indeed eager to appreciate such simple beauties as the color and form of leaves and flowers, of insects and birds, and even clouds—examples of nature's purest coloring. Thoughts of beauty can be impressed through the collections of colored leaves made by the children. These can be pressed and mounted and used again for different purposes. A simple color study may accompany this work by the selection of colored paper to match the leaves.

The gentle falling of the leaves, one by one, from the trees will be noticed. Also the trees that drop their leaves earliest and those that follow in order. Keeping a list will encourage the observations. The use of poems on the season will add to the value of the work. They lead to a childlike appreciation of nature's changes and stimulate beautiful thoughts.

The sequence of the months suggests the study of nature's fruits for this and the following month. One way to arouse interest is through the aptitude children seem to have to make collections. This furnishes a constantly recurring opportunity to teach the lessons of fruits and seeds. This is the harvest month of the year, when the final stores are laid up by men and animals for the winter. The most noticeable work of nature has been the preparation for winter. The trees and shrubs have lost their leaves and stored their provisions for spring in the buds and branches. Many softer plants have dried down to the ground and stored the food in roots, bulbs or tubers. Apply the same thought to the animal. Most of the birds have gone south because of the cold and also because their food is gone; the frogs and toads are going to sleep all winter down in the mud or earth below the frost; the caterpillars are waiting in their