

down the results, and, as in the elementary schools of the United States, a diagram is always drawn, however crudely. For insects, it is convenient to begin with such as the bee, the blue-bottle fly, and the butterfly. There was an immense sensation when, after tending them from the egg through the caterpillar stage to the chrysalis the children first saw butterflies creep out and spread their wings; another at the sight of their instant fluttering eagerness when a bunch of Virginia stock was introduced into the big bell jar, and on the deft proboscis darted into deep honey-cups. Lesson on fertilization, of course, with some reference to cross-ing."

Like a gardener, the teacher providently caters for all seasons. A glance at the Stanbury scheme for the coming year will prove this, i.e., the syllabus for Standards V., VI., and VII.:

"They have learnt already all about the snowdrop, gathered the usual catkins of willow, birch, and hazel that serve for a text of tree-lore, found the winged seeds of sycamore and silver birch beginning to sprout, brought in the spawn of frog and newt and pond snail. In botany, as the year goes on, they will learn the bluebell, the marsh marigold, the dandelion, and the butterfly orchis for flowering plants; a sundew of moorland nooks and the butterwort for insect eaters; ferns, mat moss, and mushrooms for plants that do not flower. Insect life and its reproduction is made perfectly fascinating with such aquatic subjects as the gnat and the bloodworm. The children actually find the little saucer-like rafts of eggs, objects for the microscope, examine the floating larva

with its breathing tube on the surface film, and its mouth below, head down, and see the perfect blood-sucker take flight for the edification of patient anglers. With the frog and pond snail goes the earthworm, and everyone knows what a story Darwin made of that. Four hours a week being given to nature study, there is time in the winter months for lessons in heat and in the chemistry of air and water.

"On fine Friday afternoons one may see a village school ideally taught in the open air. Broken weather confines it to the playground; but, not being laid with concrete or blighted with much smoke, the playground grows things.

"Do you imagine there is the least question of vagabondage and truancy when the school goes out a-botanizing? Anything so overdone were from the purpose of truancy, whose end, both at the first and now, was and is to make as 'twere the best of Nature. The master's care is not that. It is to see that every small naturalist who finds a treasure, however inconsiderable, gets the right word of help about it; for they come continually running. How far it all is from idling naturalists will know when I say that boys and girls of twelve know how to seek and recognize the prothallium of ferns.

"In other ways the school is taught for country needs and interests. Geography begins with the visible hills and streams, drawn from local maps and shaped in clay; and there is a collection of local fossils. In one year a rain-gauge was kept, its record compared with others of the district, and the reasons of their difference explained. Something is taught about soils, mud, clay, sand, and gravel, useful as a