

mounting sheets, as well as for drying sheets. Cheap unused wrapping paper is better. It should be cut to uniform size; and the specimens and labels attached with pins, so that the sheets can be used again when newer or better specimens are to take the place of the old. Neatness, accuracy, and a sense of the proportion in the arrangement of specimens on the sheets should, of course, be expected; and no plant should ever be mounted until it is known.

V.

The Earthworm.

"Our lesson this morning," said the teacher, "will be on the earthworm, the long brown worm which makes its home in the soil of the garden. It comes from an egg about an inch in length, which is deposited in the ground where the soil is not too dry or too wet. Its body is divided into many rings."

After bringing from the closet a tin can in which had been collected some earthworms, she continued: "Now, children, take a piece of white paper and lay carefully on the desks and I will give you each a live worm to study."

This proved very interesting to the class, and they eagerly watched the serpentine movements of the little brown worm.

"Has he any eyes?" asked Arthur. "I can't find any."

"He can neither see nor hear," she replied, "but he can feel. I have often watched him in the pot of plants. When all in the room were quietly seated, I have seen the leaves move up and down as he came to the surface to secure his evening meal of some dead leaf or branch. If we moved about in the least he was sure to go back into his hole."

The teacher then collected the worms and told the pupils that they might place them in a box of earth and watch them work.

The next morning Willie brought the box in which he had put more worms. This was placed on the floor and kept moist, for worms like dampness.

The pupils brought dried leaves for them to eat, and would find them drawn partly into the earth each morning. They also were much interested in the worm casts which the worms made by depositing earth which they had swallowed.—*Ella J. Douglass in N. E. Journal of Education.*

Elementary science lessons make the child acquainted with animal life, including birds, and some insects; with plant life, including the flowers, trees, and shrubs of his surroundings; with the rocks and soil; with the simple facts of the heavens above him and with the

elements of physics. By means of all this, carried on by simple lessons month by month, through his school course, the child comes to know about the little world in his own neighborhood; the geography of his home.

Is this instruction of practical value? Will it be of any enjoyment to the child later on in his life? Will the knowledge of the trees and shrubs of the neighborhood, of the constellations on a starry night, of the habits and remarkable structure of a few common animals, of the common minerals, be a source of recreation and profit to him later in life? It is believed that such instruction not only opens the eyes of the child, and teaches him to see accurately and clearly—an end of teaching by no means to be despised—but it gives the child resources in life, and to give the child resources of a moral and spiritual character is a part of all sound education in the common schools. Many children in the public schools will be men and women by and by in humble circumstances, even in America; few of them will afford to travel and see the wonders of Europe, California and Mexico. Why not give these children a knowledge of the world within the boundaries of their own horizon?

These lessons are of especial value to city children. In one fifth grade room only five of the pupils had ever heard of the Great Dipper, and in a second grade room only three children had seen a squirrel.

This work has been of great value to the teachers, for many have been learners as well as the children, as they themselves have freely testified.—*Supt. C. N. Kendall, New Haven.*

How the Robin Got Its Red Breast.

Long ago, in the far north, where it is very cold, there was only one fire.

An old man and his little son took care of this fire and kept it burning day and night. They knew that if the fire went out all the people would freeze and the white bear would have the north land all to himself.

One day the old man became very ill, so that his son had everything to do. For many days and nights the boy bravely took care of his father and kept the fire burning. But at last he got so tired and sleepy that he could no longer walk.

Now the white bear was always watching the fire. He longed for the time when he should have the north land all to himself. When he saw how tired and sleepy the boy was, he stayed close to the fire and laughed to himself.

One night the poor little boy could keep awake no longer and fell fast asleep.

Then the white bear ran as fast as he could and