

is almost as it was in Charlotte Brontë's time.

"The master of this school was asked by the Inspectorate to furnish them with a scheme of nature study such as he had been developing in practice for six years. The Department's new circular to country teachers contains few features that his work has not anticipated, and the school in its present state is one of the most interesting in England. Window sills and the master's desk and certain cupboards are a museum of the plant and insect life of the country side; it is extant on a small scale of cultivation in sundry bell jars, pots, and dishes; and the children, from the eldest down to the youngest, can tell you something about the life history of what is under their eyes daily growing and changing. Catch them in play-time, and you find a great many of them flocking round the specimens, crying out as they discover changes that have happened overnight, spying wonders through pocket lenses, telling each other what comes next, and giving every growth and phase its name as naturally as they would speak of a kitten's tail. They are free to run out, but this keeps them in—it is a sufficient break with the windows open. They brought all these 'little wick things' to the school themselves, knowing where to find them in tiny egg and larva just as well as any field naturalist; the marvel of unfolding life is not tedious; and yet you would think the merry din outside as interesting.

"In the Code all this is represented by the dry word 'Science.' When it was begun in 1896, the Code requirements under the head of Science was that children should be taught some simple facts and

principles of heat and chemistry. Very well and necessary this, but for country children not the best possible means of either training them to use their eyes, or making life seem fuller than it had done to their fathers and mothers, or teaching reverence, urbanity, and human sentiments in out-of-the-way places.

"Mr. Bradley is a naturalist. In some sort all country teachers who are not naturalists already must become such. He drafted a scheme of nature study based on the commonest types of life about him, and we have in the district a body of alert school inspectors who were only too glad to find a master able to humanize the science course in such a way. They let him go to work, and the scheme grew year by year.

"What may seem surprising is that children absorb such teaching very young. The life history of the frog, verified with their own eyes, is assimilable by the youngest, and in the opinion of Canon Lyttelton, whose book on 'Training of the Young in the Laws of Sex' is likely to do much for civilization, children cannot be accustomed too early to think of the principle of quality in nature as a simple though forever a wonderful law. Most will think it best to begin with plant life, and Mr. Bradley's first essay was to show the broad difference between such a flowering plant as the primrose and non-flowering types like the club mosses and ferns. His elder children have each a pair of needles stuck into wooden handles, home-made, for the purpose of dissecting flower and bud and seed, so that the simpler classification of botany may be learned by observation. When a typical dissection has been done, they write