ignorance, poverty and crime.

philanthropists to solve is how to be Dame Nature and leave him there. brave and honest themselves. Then We must not deprive them of the if they are equal to the task, the joy of discovery there by weakening next thing is to introduce into the the force of the lessons. world what they think is the best | Some one has said nature is a substitute for the old idea of fear, great mutual co-operation society, and fear not to push their ideas to each part with its work to do. the front.

dom of thought, in right living, in here and now. We call this the re- confronting us. ligion of Humanity, and we hope Yes, Secularists, let us try to be child himself. brave and honest ourselves, and threats of popes, priests and preachers, the loss of reward nor the scoffs little stories told and written, getjudgment and reason.

## Nature Studies.

hand Rolls round the seasons of the changeful

How mighty, how majestic are thy works!

-Тномѕо

garten teacher, read the following different kinds of leaves. (Here excellent paper on "Nature Stu- Mrs. Preston exhibited a portfolio dies" at a teachers' meeting in of pressed leaves, roots and flowers.) Chippewa Falls, Wis.:

I think I had about the same feel- amined each leaf, learned the combeyond their comprehension, and I its veins, learned the name petiole, does when she hears such a lesson apex. recited. . . I have not thought much about the upper grade work, about the leaves. I have two about although I fully realize, as do all the lilac leaf which I will read to the first grade teachers, that my you. The leaf is drawn in the work must be the foundation upon upper left hand corner. which all the higher work is builded.

There is nothing the children love to talk about or listen to as well as subjects from nature.

The three great objects in nature study are: interesting the children, inspiring them with a love of nature, and telling clearly and truthfully what they have learned. Charles Scott gives us one more object: To lead the pupils to see the This little leaf has feather veins higher side of nature, and to think the thoughts of nature.

If we lead them to see the beautiful in the most common things about them, in water, sky, in field and forest, will not the beautiful in their nature be developed?

There is one thing we must guard must not tell the pupils too much.

and thus the world is filled with We are in such a hurry for them to know, that we are apt to forget that The first important question for we are only to lead the child to

Everywhere are lessons of mutual True Secularists believe in free- dependence and mutual helpfulness.

But what have we taught? What science, in everything that makes shall we teach? and how shall we men and women better and happier teach it? are the questions that are

First we must remember that it that we can become brave enough is of great importance that the child and honest enough in our genera- gain knowledge in the best way. tion to push these ideas a long way That is, in the way that trains him toward the front before the event to right habits of study and that must happen in common to all thought. Therefore the objects the creatures of earth comes to us. studied should be studied by the

George Brown, of the Oshkosh while we yet have strength, let us normal, says: "All natural objects throw our mental arms around all studied during the first three years the dear children of earth we can should be the basis of language reach and help them to fear not the lessons." This being the case the work must be talks about objectsand ostracisms of society, but to ting pupils to use correct language trust in the higher powers - love, if it is but simple words and short sentences. They can read easy stories and commit to memory short selections.

I wish I knew just what the other Nature! great parent! whose unceasing teachers have done, but I do not so I'll try and tell what I have done.

During the fall term we gathered leaves, pressed and mounted them. Of these we made a book. Pupils Mrs. Minnie Preston, our kinder- were very anxious to bring all the

I did not go into detail and teach When I was assigned this topic all the technical names. We exing that the pupils have when we mon name, noticed the shape, found give them a lesson to learn that is if it were a perfect leaf, looked at fear you will feel like the teacher stipules, blade, mid-rib, base and

The pupils wrote short stories

I have drawn a little leaf. The leaf has a mid-rib and an apex and a base. This is a lilac leaf.

OTTO HANSON.

A LEAF. This is a lilac leaf. This little leaf has a mid-rib through it. The leaves come off the tree in the winter, and in the summer the nice flowers come on the lilac bush. like the flowers of the lilac bush. and it has a base and apex. The lilac leaf is an ovate leaf. It is a pretty little leaf too.

CLARA COYLE.

We talked about the seeds, roots, trunks, branches, and uses of the different trees and shrubs from which we had gathered the leaves.

We noted the different plants

Continued on 6th page.



## ONLY SCHOOL OF THE

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> CLARA WAKEMAN, Art.

ALICE DAVENPORT. Shorthand, Typewriting.

LOUIS RAUCH, Assistant Bookkeeping, Commercial Arithmetic.

> LORA AMES, Assistant Physiology, Hygiene.

KATIE MATTESON, Librarian.

\*Dr. Leonard has consented to take this chair until some one can be found to fill it permanently.

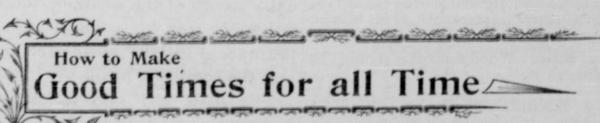


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