

AWAKENS "LIKE A WONDERING ROSE"

And "Sees the World's Great Garden Bloom in the Dewy Morn of Spring."

CHILD'S NOBLEST IMPULSES.

Will Lighten Schoolroom Drudgery And Teach Him Nature's Laws.

We often have to explain and occasionally to defend the course of the State Normal in attempting to make the study of nature a regular part, and nature knowledge in some sense the basis of the daily work of the common school. Several teachers have failed to understand what it is that we are trying to do.

WHY STUDY NATURE?

Briefly, we may say that no one ever amounted to anything who was not, in one way or another, a student of nature; that there exists no writing worth the name of literature which is not deeply tinged with nature's varied manifestations; that we can scarcely think even of any song that holds a permanent place in human hearts and at the same time is lacking in sympathetic appreciation of natural phenomena; that no art, no mechanism, nothing, in short, that we prize, coming from the labor of that immortal "choir invisible" of the past, but is founded upon, saturated with and wholly given over, we may say, to nature's truth. The question is not, then, whether or not to teach nature in the schools; for we must teach it. The history of past achievement among the Aryan races shows that education is either nature or it is nothing. All that we know, all that we have, and all that we can express, we derive from nature in the broad sense, and it is more fitting to question whether or not we shall teach, not only from nature and like nature, but teach nature in and of itself. It is true that the Chinese have managed to get along without directly teaching nature in their schools, but the results are not encouraging.

NATURE IN LITERATURE.

With us, no great writer can pen more than a line or two without borrowing his argument, his fact, his illustration, or his figure of speech, from nature; and the main difference between good and poor writers seems to be that the former see and interpret nature, while the latter try to question by retelling the aimless titillations which they suppose people are engaged in saying. What is it in one of the most popular songs in our language that exercises so mysterious a hold over human hearts? Notice its words:

"Like the dew on the gowan's lying
Was the fall of her fairy feet;
And like winds in summer sighing,
Her voice was low and sweet."

Every other line is nature. So Shakespeare, Milton, Byron, and, in fact, all the great names in literature exhibit this peculiarity; while the worthless writers regularly lack it. We may go further. Not only has genius, properly so-called, been identical in all past ages with the translation of nature into art, or song or story, or mechanical device; but even today, we are all, in spite of ourselves, students of the same great teacher.

THE WORLD GARDEN.

All the world's a garden, and all the men and women merely gardeners. Everyone likes to till the soil, and especially do great men and women manage to keep close to nature in some way. All admire the lawn, the rose, the forest tree; most people notice birds and wild animals; and even those who study rocks and insects; not a few are attracted by lake and stream, or by sunsets and landscapes; a still smaller number are interested in the causes that govern the weather, in the mysteries of the starry heavens, or in the laws of motion, of chemical action, of life and growth; but only a few permit these deep and controlling impulses toward "the natural life" to take such complete possession of them that they are willing to tell what all people feel and know at least in part. Namely, that to be true to nature is to be true to ourselves, to live with nature to be at home in the most agreeable sense, and that to work in nature's laboratory is to experience the unthought-of joy of existence which makes "life worth living."

But though our race as a whole is dumb on these aspects of natural living and though writers hardly dare, in the spring time, to scribble about nature,

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Thanking you for the sample and the cure, I will recommend you to everybody. Yours respectfully, Julius May, dealer in feathers, ginseng and hides, Bedford, Ind."

Pyramid Pile Cure is for sale at every drugstore at 50 cents a box or, if you would like to try a sample first, you will receive one by return mail by sending your name and address to The Pyramid Drug Company, 55 Pyramid Building, Marshall, Mich.

for fear the world should smile and class them with the spring poets, we are still allowed, by conventional courtesy, to listen to what those with clearer vision and truer feeling have felt and seen and said. They tell us that nature is the best instructor of mankind, and that her ways are the surest guides to right living, high thinking, and profitable working. "Profitable" here means something in addition to dollars and cents while by no means excluding financial considerations.

WITH THE POETS.

We have no hesitation in maintaining that no scheme of education can be fundamentally wrong if it is proceeding in the direction of nature, and it seems also that now is the time, for those who have not made such a start to begin. Cynical as the world has apparently become, every thinker discerned with approval and admiration, when, in our own day, a young man laid bare his heart and said:

"Now, while the vernal impulse makes lyrical all that hath language,

While, through the veins of the earth, riots the ichor of spring,
While, with the throes and with the raptures, with lossing of bonds, with unimagined,

Arrow pangs of delight, piercing the core of the world,
Tremors and coy unfoldings, reluctant, sweet agitations,
Youth, irrepressibly fair, wakes like a wondering rose."—Watson.

Prelude to the "Hymn to the Sea." Nature is beautiful to the mature mind, but as to the wondering mind of youth, which contributes to nature almost half of the beauty which it finds there, who has more truly conceived and expressed it than Watson?

"In the spring a brighter crimson comes upon the robin's breast;
In the spring, the wanton lawping gets himself another crest;
In the spring, the iris changes on the burnished dove;
In the spring, a young man's fancy lightly turns to thoughts of love."

It is a mistake to think that young people grow languid in the spring time. They grow not and do not, inspired by the audible voices of nature; but the schools do not know what to do with them in this frame of mind except to scold or to punish. They find grammar dry, arithmetic dull and history monotonous, when-

ever
"There is perfume on every breeze,
Music in every tree,
Dews for the moisture-loving flowers,
Sweets for the honey-bee."

What to do with children in "the dull days of spring," forsooth! Take them out into the air and sunshine, for "The maple-buds are red, are red,
The robin's call is sweet,
The sky is blue above our head,
The violets kiss our feet."

FIXING THE AIM.

First, however, aim at something. Adopt for each grade a class flower and sentiment, or study as a favorite type, grade I may adopt the lily—"innocence, purity"—and may learn what plants are, noting the colors and odors of blossoms and other features that please, delight and instruct them. They should plant either the tulip, gladiolus, hyacinth or lily; collect the yellow lily, the sage lily and the poison-seed; rear wheat, melon or squash, and study the blossoms of either apple, pear or haw.

INCENTIVES TO STUDY.

The second grade adopts the primrose—"sweetness"—and may learn why we "consider the lilies," may plant either the daffodil, four o'clock, morning glory, moonflower, or primrose; may collect the wild primrose, blue lily, Solomon's seal, or wild onion; may study the blossom of peach, apricot, cherry, or wild rose; and rear wheat, cucumber, onion or radish.

The best incentives to plant study consist in finding out what the plant is, what it does, and how it lives.

WHAT THE PLANT IS.

The third grade will adopt the rose "beauty"—and will learn what the plant is, its roots, stems, branches, leaves, buds and flowers. The teacher should ascertain what it is they discover in plants that is odd, beautiful, wonderful, useful, or harmful. They consider such blossoms as the plum, almond, chokecherry and serviceberry; plant either the poppy, hollyhock, phlox, camellia, stock, flower de-luce, or cowslip; gather the wild scarlet mallow, spring beauty, wild flax, and sweet william; also rear corn and either potatoes, peppergrass, cabbage or lettuce.

HOW THE PLANT LIVES.

The fourth grade may well adopt the carnation—"influence"—and consider how the plant lives, the work of roots, stems and leaves. Ask them if the plant ever thins, stops, or complains, and if each part does well and faithfully its allotted task. They plant either the carnation, balsam, Canterbury bell, clarkia, sweet william, or California poppy; consider the blossoms of currant, gooseberry, honeysuckle, syringa, or Japan quince; collect the wild forget-me-not, waterleaf, shepherd's purse, mustard, mertensia, and variegated honeysuckle; and rear oats and either the sugar beet, table beet, parsnip, carrot, or turnip.

WHAT THE PLANT DOES.

The fifth grade adopts the columbine—"purpose"—and learns special things which some plants can do—twine, climb, swim; and also what all plants do—grow, breathe, sleep, etc. Ask the pupils what lessons of industry, perseverance, contrivance, and determined effort these plants teach them. Let them plant either the columbine, larkspur, pansy, violet, snap-dragon, or nasturtium; consider blossoms of the raspberry, dewberry, Oregon grape, wild honeysuckle, and buffalo berry; collect the wild violet, larkspur, columbine, virgin's bower, monkshood, meadow rue and buttercup; and rear rye, barley, also tomatoes or ground cherries, or a tobacco plant.

WHAT FLOWERS DO.

The sixth grade may adopt the geranium—"life"—and may study the special work of the flowers in securing cross-fertilization, with the help of the bees, especially noting examples of co-operation and mutual aid in the work of the bees, butterflies, moths, and flowers. This class may plant geraniums, foxgloves, verbenas, petunias or sweet peas; may consider such blossoms as the locust, catalpa, rock rose, bridal wreath, and lilac; may collect the wild astragalus (lady fingers), sweet pea, pedicularis, and lady's slipper; and may rear red top, timothy, or blue grass, and parsley or asparagus.

HOW THE PLANT BREATHE.

The seventh grade may adopt the aster—"expression"—and learn how plants breathe, or the special functions of the leaves in respiration, transpiration, and "digestion." Why we should help the plant to live, by supplying air, water, and tillage, and what the plant does for us, should here be considered. The class may plant the chrysanthemum, cornflower, aster, or daisy; may examine the blossoms of yellow, birch, alder, maple, boxelder, and ash; may collect the wild ox-eye daisy, asters, erigerons, and other compositae; and may rear lucern or clover, and peas, beans, or lentils.

HOW THE PLANT FEEDS.

The last and highest grade, the eighth, adopts the cultivated cosmos—"adaptation"—and considers the changes which plants undergo in cultivation. The class studies how the plant feeds, the special work of the roots in absorption, the flow of the sap, soil as plant food, soil fertility, and fertilizers. This grade will plant either the cosmos, nemophila, callopsis, or coreopsis; will examine the blossoms of oak-brush, elm, pine, cedar, mahogany, and acacia; will collect wild clover-foil, veronica, scum-

point brush, poison ivy, toadstool, fern, and moss; and will rear celery, or mushrooms, or a sedge grass.

HOW TO SUCCEED.

To all this too much to do? The task looks large, but a future paper will show that it is light, easy, and restful, and will show more in detail how to accomplish results.

Helpful books will be named later; meantime, send 10 cents to the School Garden association, station A, Boston, Mass., for the school garden collection of vegetable and flower seeds, which, while not nearly so comprehensive as for the present, also write to the secretary of agriculture, Washington, D. C., for the following free bulletins: No. 165, annual flowering plants; No. 169, corn growing; No. 113, the apple; No. 85, potato culture; No. 145, celery culture; No. 29, onion culture; No. 52, the sugar beet; No. 212, raspberries; No. 255, the home vegetable garden; No. 157, the propagation of plants; No. 121, peas, beans, and lentils; No. 218, the school garden; No. 154, the home fruit garden; No. 135, maple sugars; No. 264, mushrooms; No. 173, a primer of forestry; No. 84, thirty poisonous plants; No. 181, beautifying the home grounds; No. 61, asparagus.

FOUND AT LAST.

J. A. Harmon, of Lizenore, West Va., says: "At last I have found the perfect pill that never disappoints me, and for the benefit of others afflicted with torpid liver and chronic constipation, will say take Dr. King's New Life Pills." Guaranteed satisfactory, 25c at Z. C. M. I. Drug Store.

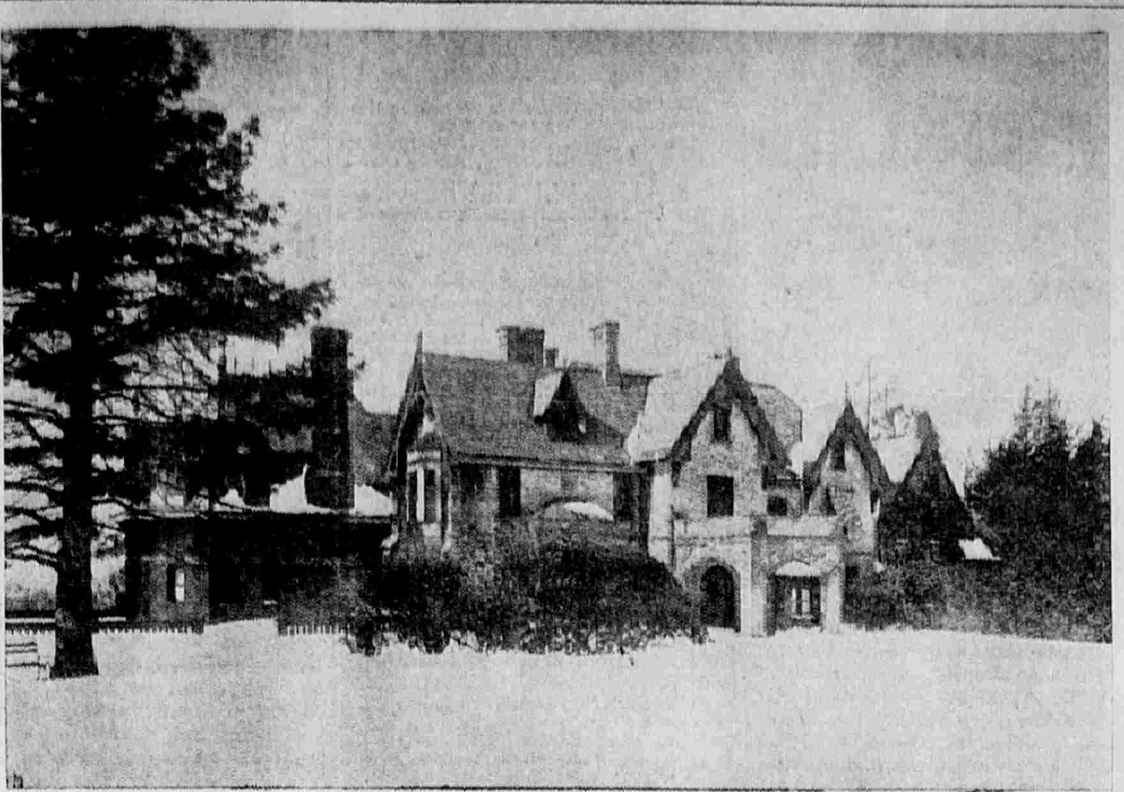
MISPLACED SYMPATHY FOR THE FARMERS.

Farm papers are always trying to make farmers believe they are the only people on earth, but it isn't true. The farm is a fine place to live, and the best place in the world to bring up a family, but farmers don't want to be always stuffed with the idea that they have the only place worth having. It gets tiresome to be treated with the

soft soap every week in the year. The Farm Journal says:

The National Stockman, in commenting upon the statement of a recent writer that the farmer who has \$1,314 a year balance after payment of the expenses of raising his crops is not nearly so well off as a government clerk in Washington who gets \$1,250, says that \$1,000 net income from the farm is better than a \$2,000 income in the city. That assertion of the Stockman is as true as gospel, and if any farmer doubts it let him try living in Washington a year on \$1,250, and see if his pile doesn't closely resemble 30 cents long before the end of 12 months.

If the clerk who gets \$1,250 a year was as economical as the farmer is, he could have some of his salary and still have a heap more fun than the farmer has. If he worked as many hours as the farmer does and invested a little every year in real estate, he would soon be better off than many of the farmers. If his wife scolded and snored like the farmer's wife has to, and if he did not spend any more for pleasure than the farmer does, he could soon buy a farm. And I know, because I have tried both. I worked in a state office for three years, one year at \$15 a month and two years and three months at \$100 a month. In the three years and three months we saved about \$1,250, and we lived fairly well. We had more pleasure than we ever enjoyed on the farm, and went in just as good society as there was, and except none. It doesn't cost much money to go in really good society. Codfish aristocracy requires fine feathers, but real first class society has no strict standard of dress. The trouble with all these public officials is that they want to keep up the swift gait set them by the peacocks from across the lobby. The president wants to travel with the king, the senator would like to trot with the duke or the earl, the congressman would be classed with "the lord," and the government clerk would hike along with the younger son of a lord, who figures as an attaché of some foreign delegation. Instead of requiring the people who come here to do as we do, or as we should do, we are always trying to ape the other fellow. If conditions and laws were right in this country nobody would have to work for \$1,200 a year, or for what is the equivalent of that now, but so long as things are as they are, no farmer needs to waste any weeps over any



MRS. THAW ANTICIPATES MATTEAWAN.

Mrs. William Thaw, mother of Harry K. Thaw, now being tried for the killing of Stanford White in New York, is preparing for what both she and her son believe to be the worst result of the trial. She has been led to believe that her boy will be adjudged insane and sentenced to the asylum for the criminal insane at Matteawan, N. Y. To be near him at all times she has secured an option on a beautiful cottage near the asylum grounds and in the event of her worst expectations being realized will move there and remain, until Harry is released or one of them dies in exile.

poor public official or clerk who gets \$1,200 a year, no matter how much sympathy your papers have to shower on him. If you have any sympathy to spare, give it to country school teachers who are your poorest paid servants, and a good teacher is worth more to you than all the government clerks in Washington, or anywhere else.—Charles W. Powers in Up-to-date Farming.

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