

them. Their credit is exceedingly good, and a capitalist will advance the money needed at the outset. Thirty cents will buy an excellent box of Prang's water-colors.

Quite recently, butterflies from the Shelley-Denton Collection have come to our cabinet. What models these will make! There are birds, shells, seeds, specimens of wood and many other things that will be equally valuable in this connection. Twigs have already begun to come to the "House," and alders are shaking out their powdery curls on the Kindergarten tables.

Surely here is an opportunity to work where every stroke will tell! Children eager for the "colored drawing"—choosing spontaneously that, which, in the hands of a wise teacher, will cultivate every faculty and develop a love of Nature and an appreciation of art. Models, which one could not collect, already at hand, or likely to come.

Wanted—A teacher to take charge of this class from eight to nine two Saturday evenings a month.

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### What the Buds Can Tell Us.

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The tide of the year is rising, and although we dull observers may not have noticed it, the buds know it and are growing restive in their brown winter coats. Whenever a warm day comes, we may be sure they are making silent preparations for the happy time when they will spread their green leaves in the glad spring sunshine. Now, when the outside world seems dreary and desolate, is the best season to call the attention of the little ones to the wonderful processes of growth, to that emerging of life out of seeming death which makes every Spring a miracle.

You can show to the child wonders as great as his fairy stories tell of, and the only talisman you will need is a bunch of twigs from the woods or garden, and a pair of sharp eyes to see them with. Is it not as marvelous to watch a whole branch with its leaves and flowers grow out of the tiny brown bud in which it was packed away last summer, as it is to hear of the hundred yards of fairy linen that would go into a hazel-nut, or the dog so tiny it could live in a walnut-shell. The "fairyland of science" is full of marvels, and we firmly believe that every child should be led, at least a little way, into this wonderful region. But we digress, and must return to our text, which is—buds.

Get a bunch of twigs, then, and put them in a jar of water, preferably in some warm place. They will need no further care beyond occasionally filling up the jar as the water evaporates. It will not be long before you will detect a change in the buds.

Horse-chestnuts that we gathered about ten days ago show green leaves peeping out already. Among the buds that will develop the most readily, and be the most interesting to watch, are the Horse-chestnut, with its large brown varnished buds; the Tulip tree, with the flattened purplish ones; the Black Briar, with its shining brown bark and slender-pointed buds; the Willow, the Maple, the little gray dove-shaped flower-buds of the Dogwood, and the Elm. The Alder will shower the golden pollen from its tassels in a week or two, and the little gray pussies of the "Pussey-Willow" will come out from under the brown scales where they are hiding. If you cannot get to the woods for your branches, the garden can supply you with Lilacs, Forsythia, the Bush Honey-suckle, the Japan Quince or the Rose. In many of those that I have mentioned, if you have a twig with flower buds, you will have flowers first, and later the leaves. Cherry and peach branches can often be "forced" in this way to produce flowers almost as large as they would be on the tree three months later.

Let me point out just a few of the things that your branches will reveal to sharp eyes. The Horse-chestnut is an excellent one to begin with, because the buds are so large. On a close examination, you will find that your twig cannot only tell you what it is going to be, but much of its past history also. Observe the large leaf-scars under the buds; they tell you that its last summer's leaves grew in pairs; and that each pair was exactly at right angles with the pair above and below it. The row of little dots on the leaf-scar will be a guide to the number of leaflets the leaf had, usually either five or seven. Then, if your twig is large and you look carefully, you will see, some distance down the stem, the row of rings left along the scales of last spring's leaf-bud, and so you can tell how much growth was made during last summer. Compare the arrangement of the buds, in the Horse-chestnut with those of some other twigs—the Birch, for instance. Observe how many buds you will have to pass in the latter before you find one exactly over the one with which you started. It will greatly interest the child to see with his own eyes that leaves do not come out anywhere, but according to rule, each in its own appointed place.

The buds themselves will tell so much as they open. Watch the scales, and in some trees you will see that they dry up and fall off, in others change into leaf-like scales, while in still others they become regular leaves. Some baby leaves wear waterproof coats, others are daintily tucked away in down blankets; all are most exquisitely folded in their tiny quarters. Each family you will find, too, has its own particular way of packing the baby leaves in their cradles for their long winter nap. If you watch the leaves

and flowers unfold from day to day, you will learn much more than I have told you here, and your winter bouquet will become a source of the greatest interest and pleasure.

Why cannot every teacher have a bunch of twigs in her school-room? It would be such a welcome touch of life and Nature in what is so often only four bare and uninteresting walls. The buds would thrive, too, where potted plants and aquaria would fail. Even though the teacher may not be able to give much time to talking about the buds, they will teach their own lessons, in part at least. Let us hope the day will soon come when abundance of time will be set apart for just such work as we have outlined—when, if the work is buds and stems, each child will have a twig of its own to water, to talk about, to draw, to write about. The study of Nature is far from obtaining the importance in our school curriculum that it deserves. What little is done in this direction is often nullified by the lack of proper specimens; better not teach Nature at all than teach it from books alone. In many cases it is true that specimens are very difficult to obtain; but with a little effort, cannot everyone get buds to study? Try it, and see if they will not repay you a hundredfold for your trouble.

In order to make it possible for every teacher who is interested to procure some buds—though the woods and even the garden may not be available—a cordial invitation is hereby extended to them by the Natural Science Committee to be present at the next "At Home," when there will be a collection of buds for distribution.

A. R. NORTHROP.

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#### The Professional Woman's League.

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Although the hope of banding together, for mutual benefit, the professional women of New York and the adjacent cities had long been in the minds of a few women, it did not materialize into action until December, 1892, when an initial meeting was held in the parlors of Mrs. A. M. Palmer. At that meeting it was decided that such a society should be formed; a name, "The Professional Woman's League," was chosen; and a President elected, Mrs. A. M. Palmer. In February, 1893, the League obtained its charter, and on May 29th of the same year held its public inaugural at the Hotel Brunswick. Such, in brief, is the story of the launching of an enterprise which, in its short existence, has exerted much influence for good, and which ranks, to quote the words of that high priestess of women's clubs, Mrs. J. C. Croly, as the "most