show conveniently a woody stem, while pieces of corn stalks, preserved or raised in the laboratory, are handy for monocotyls. The less experienced teacher does well to have on hand two or three laboratory manuals as provocative of ideas.

Unforeseen interruptions like those of late tend to demoralize the school year, often cutting down the ground to be covered, but in seeing the botany course through, the great groups of plants and their subdivisions must not be forgotten, some definite knowledge must be given (not necessarily of reproductive phases below seed plants), and some definite mental picture must be formed as to what are, with their importance to life and relation to one another, the algae, fungi, lichens, bacteria, mosses, ferns, conifers, and palms, neglecting which high-school botany has scarce continued the knowledge previously imparted through Nature study and geography.

HORNER'S METHOD.

By ^{*}ELIZABETH SANFORD,

Freeport High School, Freeport, Ill.

Have you ever asked why asylums were filled
With people whose sweet dispositions were killed?
It's because of one man, with a Mother Goose name,
Who invented a system to drive folks insane.
That's Horner.

Have you ever figured six sheets and a half
And sighed with relief that so much work was passed,
Then had the first figure point at you in glee,
Because you had put down a four for a three?
That's Horner.

Have you ever wished to commit suicide,
From this vale of numbers forever to glide,
When you've worked and you've cursed for an hour or more,
And the problem is not as correct as before?
That's Horner.

Have you ever gotten the answer at last,
Then turned to the page where last judgment is passed,
"Just to see if its right"—though there's no doubt at all—
And found you're as close as ping-pong to baseball?
That's Horner.

Have you ever wished that you just had the man
Who maliciously thought of that dastardly plan?
Hemp or bullets would be far too good for the beast,
We would have him work 10,000 problems at least.
That's Horner.