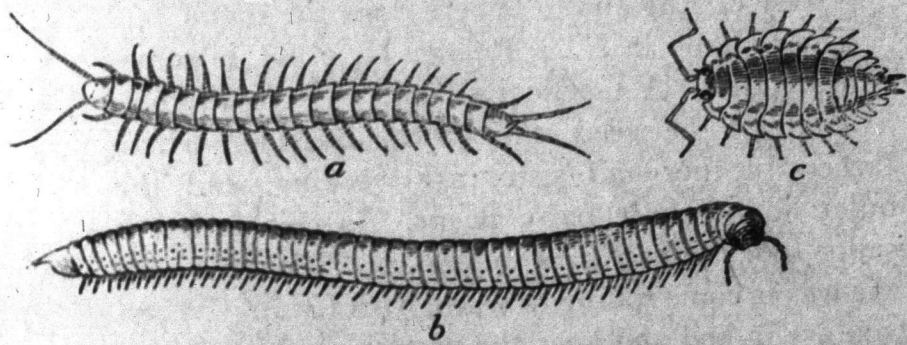


MILLIPEDES.

The Millipede differs considerably in appearance from the centipede. It has a dark-brown or black, shiny cylindrical body, with an enormous number of legs, in spite of which, however, its movements are slow.

They are often abundant under the dead bark of logs or stumps, in decaying wood and in loose garden soil. Dead snails and earthworms serve



a, Centipede; b, Millipede; c, Sow-bug. Copied from "Nature-Study and Life," by permission of Ginn & Co., Boston, Mass.

as food for many species, but some feed on vegetables both sound and decaying, and often prove a serious pest to the farmer and gardener.

Topics for investigation and study:

1. Does the millipede attempt to escape when disturbed? Note how it rolls itself into a ring. Can this be for protection? Compare this with the protective attitude of some caterpillars, e. g., the common red and black caterpillar of the *Isabella* tiger moth. See if it gives off an ill smelling odor when disturbed? What purpose can such an odor serve?
2. Compare the shape and build of the body with the centipede. Is it hard or soft?
3. How many segments are there? How many pairs of legs?
4. A peculiarity of this animal is found in the fusion of segments. Most of the segments as looked at from above correspond to two segments fused, and are provided with two pairs of legs. Each of these fused segments has the internal organs also duplicated. Note that this double arrangement only begins with the fifth segment behind the head.
5. Do all the segments bear appendages?
6. Do the first pair of appendages behind the head show modification for prehension, as we found in the centipede? Does this animal need such an organ?

7. Note the movement of the legs in walking. Does the animal move rapidly?

8. Examine the head. Note the short club-shaped antennae and the mouth-parts, and compare with those of the centipede.

NOTES ON SCHOOL READERS.

BY THE EDITOR.

THE TANTRAMAR REVISITED.

(N. B. Reader III, p. 13.)

Several teachers have asked for notes on this poem, saying that they find it a difficult one to teach. The difficulty is evident. It is a poem of description and reflection, and the mood that it expresses is one that children do not enter into. Moreover, it does not appeal to the ear as strongly as a rhymed poem. A good deal of study is needed for intelligent reading of it.

The children can be led to see that the poet, after many years of changes and sadness, has come back to a place he loved. He looks at the beautiful scene and finds it all the same as he remembers it, but for fear of finding even here some change, he will not look too closely.

The writer, Charles G. D. Roberts, one of the best known Canadian writers, was born at Douglas, New Brunswick, in 1860. He was principal of the grammar school at Chatham, and of the York Street school, Fredericton, and later Professor of English Literature at Kings College, Windsor. Since 1895, he has lived in New York and given his whole time to writing. He is now serving in the army, having volunteered very early in the war.

The Tantramar is the great marsh, forty square miles in extent, at the head of the Bay of Fundy. The tidal river, Tantramar (from French *Tintamarre*, a hubbub) runs through it. The region had a great attraction for the poet, as all his readers know. See, in his collected poems, *Ave*, *The Tide on Tantramar*, *The Salt Flats* and others. Minudie is across the bay, in Cumberland county.

Note the title and read the introductory lines one to seven. In what mood has the writer come back to the Tantramar? Note:—The words "chance and change;" how lines one and two express the flight of time; the meaning of "died from remembrance;" and of "marred, or moulded, or broken;" the break between lines seven and eight; and the all important line, "Only in these