

Then followed the friar and the summoner with two stories of the kind that we do not want to read. But after them the clerk of Oxenford, who, you remember, was very fond of reading, told the story of patient Griselda, which he had heard in Italy from the great Italian poet, Petrarch. This is one of the most famous of all the tales; but I do not think that you would like it. Poor Griselda is made to suffer too much.

The merchant's tale is the last one told on the third day.

On the last day of the journey the squire begins a wonderful story that came from the East. Cambuscan, a king of Tartary, receives on his birthday certain magic gifts. There is a horse of brass, which can fly as swiftly as an eagle, appear or vanish at its owner's will; a magic mirror, which can foreshow all dangers; a naked sword, that can pierce any armour and inflict wounds that can be healed only when stroked with its edge; and a ring, which is intended for the king's daughter, Canace, and which makes her understand the language of birds. This story is not finished. Milton, in one of his poems, speaks of—

Him that left half told  
The story of Cambuscan bold,  
Of Camball and of Algarsife,  
And who had Canace to wife,  
That owned the virtuous ring and glass,  
And of the wondrous horse of brass,  
On which the Tartar king did ride.

The frankeleyn's story is told of a lady and two knights in Brittany, and the second nun tells of the life and death of Saint Cecilia. Then, after a yeoman and the manuciple have each said their say comes the sermon of the poor parson, which ends the story telling.

Although Chaucer did not finish all the stories he had planned, he wrote a conclusion addressed to his readers, of which these are the opening sentences:

Now pray I to them all who hear this little treatise or read it, that if there be anything in it that pleaseth them, that thereof they thank our Lord Jesus Christ, from whom proceedeth all skill and all goodness. And if there be anything that displeaseth them, I pray them also that they set it down to the fault of my own ignorance, and not to my will, that would full fain have said better if I had had knowledge.

March can be pardoned for any sort of antic, snow flurries or wind storms, because it means spring, no matter if winter patches are still lingering.

## Spring Nature Study.—A Symposium.

By PERCY J. SHAW, B. A., AND OTHERS.

### Trees.

Trees, twigs of trees, and some of the insects which infest trees make interesting subjects for winter nature study. Some of your pupils will know the trees in the vicinity of the school. Try them on a few which can be seen from the school-room door or window. They will be anxious to tell you the names of those they know. After they have named a few correctly, ask them how they can tell kinds apart. How could they tell that this one is a maple, that one an elm, and another one a beech or poplar at their present distance from these trees, provided they did not know before? In this way draw from them that different kinds of trees have shapes of their own. This shape, or form, of the entire tree is called its habit. Find a tree with an oval habit, one with a conical habit, and one with a spreading habit. Study the trees in your neighborhood, and see what other forms you can find. After you and the pupils have agreed upon the forms or habits of several kinds of trees, have blackboard drawings made to show these habits, and have the children make drawings in their note-books.

Observe the outline of a tree against the dull winter sky. Note its height, shape and size of top, how many main branches there are, how the branches are arranged on the main trunk, the direction of the branches, whether the twigs are few or many, crooked or straight. Having observed these points in any tree, compare one kind of tree with another, and note how they differ in these features. Compare an apple tree with an elm, an elm with a maple, and a poplar with a beech. Having made comparisons between very dissimilar trees, compare those which are much alike, as the different kinds of maples, of elms, of oaks, of poplars. As one's powers of observation become trained, compare the different varieties of the same kind of fruit trees, if there are good orchards in the vicinity. In apples, compare the Baldwin with the Spy, the King with the Twenty Ounce.—L. H. Bailey, in *Cornell Nature Study Leaflet*.

In the winter fruit growers can tell many of the varieties of trees by their habits. At Middleton last December I had a few minutes before the train was due, and was in search of some red pine twigs. A farmer, who was a stranger there, pointed to three tall trees over a quarter of a mile away, and said: "That middle tree is a red pine tree, the other two are white pines." How did he know? Can any of your pupils identify trees at such a distance? If so, get them to tell how they do it. It