

trees, in cavities formed by upturned roots, or among caves in rocks, where leaves and brush are gathered, and form a dry comfortable abode. A bear's sense of smell and hearing are very delicate so that it is very seldom that one is met with in the woods.

Two other of our fur-bearing wild animals, the identity of which seems to be confusing to many, are the Canada and bay lynxes. Many, many times we have been asked if a lynx, a lucifee, wild-cat, bob-cat or indian devil is all the same animal; if not the same, what difference is there?

We have two species of lynx, the Canada (*Lynx canadensis*) and the bay (*Lynx rufus*). Large specimens of the former have been known to weigh thirty pounds. The colour is light gray, a tuft or pencil of black hair on the ear tips, and perceptible growths of whiskers on the junction of jaw and neck. The feet are very large and hairy. Even the soles are protected with a covering of soft fur; beautiful yellow eyes with vertical pupil (when contracted) instead of horizontal as we see in some mounted specimens. The fur is of good quality when prime. The bay lynx is, as the name implies, of a rufus colour. In weight they average a few pounds lighter than the Canada. They have the black ear tufts and side whiskers similar to the other species, but the feet are small, round, and with the soles bare. The fur is of very poor quality and is scarcely to be classed as fur.

The Canada lynx is known as lucifee—this name being a corruption of the French loup cervier which means deer wolf—loup garou, and lynx. The bay lynx is termed bob-cat, wild-cat, lucifee and indian devil. Both species have short tails, a characteristic of the lynx family, distinguishing them from the true cats.

The lynxes are destructive to deer, bears and birds. The number of young produced at one birth is from three to six.

Suggestions for Autumn and Winter Nature Lessons.

Nine out of every ten teachers that one meets in the country school will tell you that they are waiting until spring comes before they begin Nature Study, the fact is that Autumn and Winter supply material for observation that is intensely interesting to every normal child.

A few days ago in a country school I heard a fifth grade read the lesson on the Red Squirrel, by R. R. McLeod. On questioning the children I found

that there was not one who had ever examined the pine cones to which the author was referring. Here was an opportunity lost for a real Nature Lesson. The next day I called for the same lesson in another school, and found that the children knew more about the cones from their own observation than I did. Opportunities like this are staring some teachers in the face every day, and they will not see them,

Or, again, why not get the children interested in the study of the Heavens? Every teacher knows a few of the constellations. Make a diagram of one of them, the Great Bear (big dipper) for example, and have the children copy it on paper with or without the aid of gillpaper stars. Explain to them how to find the North Star. Most children will have no difficulty in using the diagram on the first clear evening. Try a few more constellations in the same way. Work of this kind, mixed with a little enthusiasm will do much to awaken in the children a desire to learn more about the wonders of the Heavens.

Suppose you have the 7th, 8th, and 9th grades in a small miscellaneous school. During the winter months, the Physics Primer is studied in the 9th grade. Why may not a little experimental work be constantly going on, in which these three grades, at least can take a part? For example the expansion of water in freezing may be studied, and the children be led to understand why ice forms at the top instead of the bottom of a pond, and also the effect of freezing water in the breaking up of rock to form soils. Capillarity may be studied in many different ways, as by hanging a damp cloth over the edge of two tumblers into one of which some water has been placed, or by putting into a dish of colored water, two small squares of glass touching at one edge and slightly separated at the other.

Again, the simple experiment of pressing a sheet of paper over the mouth of a tumbler containing some water, and then inverting the tumbler, opens up a new world of interest to the children under the guidance of an earnest, thoughtful teacher.

In the same way one could go on indefinitely enumerating things that can be done in a school without any apparatus. If you have never tried work of this kind, begin now, and write the REVIEW how you get along.

Asked to explain what a buttress is, a schoolboy replied, "A woman who makes butter."