

T. Yes; but I will dictate the receipt to you as our next lesson, so that you may carry away the proper directions. In the meantime we will put all our specimens on this desk to dry for future use. We shall put all the "soft gill-caps" by themselves on these pieces of papers which will show us the color of their spores. We will put all the "soft tube-caps," or "pore-caps," next them in the same manner. Then we will put the hard, corky "tube-caps," or "pore-caps," next. These are generally fan-shaped, or hoof-shaped, the fine "tubes" or "pores" being underneath instead of gills. The spores fall out of the little tubes in which they grow. Beside them we put the "spine-caps," which, instead of tubes or gills, have spines on the surface of which the spores grow. Then next to these place all the other various kinds we have got—the buff-balls, and their relations, the branching, and club-shaped, and ear-shaped, and shapeless fungi. Some of these may decay before we can study them, but the most of them can be dried, although fungus mummies are very unlike their original selves. The eggs of certain flies are probably embedded in some of them, so that we may find their larvæ as maggots eating the decomposing fungus on which they live during this stage of their life. There is one family of the fungi which, when decaying, has even a worse odor than a putrefying carcase. It is quite possible that you may come across at least two species of it. One of these looks like a piece of flesh of the size of a finger. Such specimens we may have to remove from our ordinary collections.

#### HOW TO EAT THE "MUSHROOM PROPER."

**PICKING.**—In gathering mushrooms for food, cut the stems off about an inch below the cap, and place them in the basket or dish, gills upward. Never twist or pull them, as the gills become thereby full of dirt, which is not easily removed. By placing the gills downward, they will shed their spores largely, and thus lose flavor. The stem, in cutting, will often exhibit fine holes. This indicates that maggots have been hatched in the mushroom, the larvæ of certain flies which frequent them. If the substance of the cap continues firm and hard, the mushroom may be safely eaten, it is said, when cooked; but if the cap is perforated with maggot-holes, and soft, the decomposing state of the mushroom makes it more or less poisonous.

**To Cook.**—Stew in milk or cream.

**To SERVE WITH MEAT.**—Chop the mushrooms fine, let them simmer ten minutes in a very little water, with butter, salt and pepper, as for oyster sauce; thicken with flour or ground rice; pour over the meat and cover quickly.

**To BROIL.**—Place the tops, like oysters, on a fine wire grid-iron; as soon as they are hot, butter them lightly, and salt and pepper to the taste. Put them back over the coals, and when they are heated through they are cooked. Butter them, if required, and place in a hot dish.

**To ROAST IN THE OVEN.**—Cut the larger specimens into fine pieces, and place them in a small dish with salt, pepper and butter to taste; put in about two table-spoonfuls of water, then fill the dish with the half-open specimens and the buttons (young mushrooms); cover tightly and place in the oven, which must be over-heated, for about twenty minutes. The juice of the larger mushrooms will keep them moist, and, if fresh, yield further a most abundant gravy.

For the Review.]

#### A Lesson on September Flowers.

"The flowering plants that I used to take into the school in May and June were so easy that it was a delight to give lessons upon them, but the September flowers are all so difficult that I cannot understand them, and I cannot get up the same interest in plant study as before the holidays."

So wrote a "perplexed teacher" the other day, and asked the REVIEW to come to her assistance.

It is the experience of many a teacher that plant study is more delightful in May and June than in September and October, but it need not be so; and this number of the REVIEW is designed to help teachers in their plant lessons.

Nature, as if to woo us to study her, makes the spring flowers more beautiful and easier to study. Then in late summer she sends out a profusion of flowers, difficult to study, but they will well repay the effort.

The greater part of the flowers that bloom in September belong to the family *Compositæ*. To this great family belong about one-seventh of the flowering plants of the temperate zone—the asters, golden-rods, sunflowers, and hosts of others that vie with the golden grain in making the September fields so bright and beautiful.

Ask each pupil to bring to the lesson a sunflower and one of the wild asters that will be found in every section, growing near the school house. Place a whole plant of the sunflower, root and all, before the class, and alongside of it place a whole plant of an aster. After a study of the root, stem and leaves, take up the flower, and notice the extraordinary resemblance in structure between the sunflower and the aster. By questioning and observation the pupils will be led to see that what they regarded as one flower in each plant is in reality an aggregation of flowers in one head, situated on a