

then find out all you can about the economic uses of the tree in question.

I fancy some teachers exclaiming, "I can't teach this because I don't know it myself!" Then study with the pupils. Let them give you an oral examination occasionally.

How many kinds of lichens and mosses can you find growing on trees? Are any of these useful to us?

Besides tree-study, one can teach useful lessons on snow, frost and ice. In advanced classes, the *artificial* production of ice is a good lesson. The effects of ancient glaciers are in evidence all over the Maritime Provinces. Read something on that subject.

In winter, schools can add to their museum collections through exchange with other schools. Industrial collections, such as the one outlined last month, are possible everywhere.

Search apple trees now, for the egg-masses of the codling moth, cocoons of the tussock moth, or, even, nests of the brown-tail moth caterpillars. Children will be interested to find the various wintering habits of insects. When they find the eggs of one moth, the pupa of another, and the larva of another, they will wonder if any insects spend the winter in the adult form. The house-fly will give the most familiar answer to that question; though it is possible to find the mourning cloak and one or two other butterflies clinging to the inside of barns and sheds during winter. Frequently one finds them in attics of our houses.

On the seashore, there are often opportunities to collect seaweeds and seashells; or to study the barnacles and other small animals so common there. Even the ice-cakes and the boulders on the beach have their lessons. An interest in these outdoor objects and forces will do much to drive away homesickness — so common to young teachers who have uncongenial associates.

Why not spend a month this winter learning all you can about the common articles in the kitchen or pantry? What about our fruits and spices? How much do you know about cloves, nutmegs, cinnamon, ginger? Even the broom with which one sweeps the floor, represents at least a half-dozen industries. Where did the plant grow that furnished the "broom?" When one hears the word "sorghum" one is more likely to think of something to eat than to

think of sweeping the kitchen. The twine and the wire used in making a broom furnish two good lessons.

Teach lessons about the clothes we wear. Wool, cotton, linen, leather, rubber and jewelry, will keep any school busy for a month. The tools we use in our daily work, our dishes, our furniture, in fact, everything we see or use has behind it a nature lesson. It will require work on the teacher's part to prepare the lesson; and it will take much of the pupils' time to search for information relative to it. I take it that a nature lesson includes first-hand knowledge of the object or phenomenon — investigation, examination, reflection — followed by a search for what others have found out about it or have done with it.

The question, then, is not "What nature work can we do?" but "What can we afford to neglect?"

ANSWERS TO QUESTIONS.

I can answer the questions that have been asked relative to apples by grouping all into one paragraph. I need not repeat the questions. They can be found in the October REVIEW.

Apple-trees will bear at least for one-hundred years. It would not be profitable, however, to keep them in bearing so long if younger trees would do better. The fruit-buds are at the ends of the twigs — usually the short, stout, wrinkled side twigs called spurs — and are larger and more spherical than the leaf buds. A leaf-bud is somewhat pointed, A fruit-bud is blunt.

Sunlight influences the color of an apple. Those getting best light will be most highly colored. The size of an apple is influenced by the seed. If the seed is not fertilized, and, therefore, does not develop, the apple will not develop so well. The apple scab is a fungus disease and spreads by spores. Proper spraying prevents the spores from germinating.

A teacher asks if oak acorns mature in one year, or if they require two years. Before answering, I'll pass the question along to REVIEW readers for a month.

Another teacher wants to know how dangerously poison a lizard is. She says she found one in a well. Do you believe her?

In the November number of the REVIEW,