

apparent, even the birds and insects. Seeds may be planted by the children in at least three ways for the sake of illustrating different facts in their growth: (1). Some small seeds may be planted on moist cotton floating in a tumbler of water. This plan illustrates the growth of the root with its fine hairs for taking in the water that the plant needs. (2). Beans, peas, corn, acorns, and horse-chestnuts from the fall collections may be planted in a box of moist sawdust and from time to time taken out for examination, and returned. (3). Seeds planted in a box or pot of soil will illustrate the manner of appearing above ground. As the plants appear, a great many differences will spur on the little observers to report all they can see. Their thoughts will reveal the child's view of nature. These will illustrate some of the needs of a sprouting plant—the water that the root brings to it, the warmth of the school-room, the food stored up in the seed, the sunlight which makes the new leaves green, and good soil that it may continue to grow.

Mother nature has now done her house-cleaning. The sun helped to lift the white rug which covered the old brown carpet, the March winds swept the great brown house clean, the April showers washed the floor of the house and the sun is now drying it and making it sweet and clean for the new carpet. Mother nature is afraid lest we tire of a carpet all one colour so she gives us a flowered one and she keeps changing the flowers so that it will always look new to us. What little flowers did she put on it first in April? Dandelions—little yellow sunbeams or stars dropped to the earth; Violets—little scraps of the blue sky cut from the holes where stars shine through, perhaps. The children may now be questioned as to the material of which the earth's summer carpet is made. They will bring different kinds of grass and moss and hunt for the little star grass flowers. Both wild and cultivated flowers will be brought in by them as the season progresses. A good way to teach the simple parts of a plant is by thinking of the work each does for the growth of the flowers and fruit. The roots in the ground suck up the water as well as hold the plant firmly against wind and storm. The many threads of the root spread out so as to do this work in the best way. The stem carries the water and food collected by the roots to the leaves and

buds which it holds along its sides. The leaves are at work also for the plant in taking in the sunlight and air. Thus all are working together to make the seeds for next year.

These are some of the ways and means adopted in teaching nature to the primary grades. The aim is not to teach science, but to turn the child's thoughts toward nature, to educate his eyes, hands, and senses, thus preparing the way for definite instruction. This work above all should lead to a strong love of nature, a sympathy for all living things which manifests itself in thoughtful care and kind treatment, an appreciation of the beauty, harmony, adaptation, and plan in the world about us. If these aims are realized the child will grow to be a true student of nature whose books are found in the trees, the running brooks, the rocks, wherever in fact he is brought face to face with natural facts and phenomena. These are the pages whose sentences, phrases, words, and letters he is to decipher and interpret by his own investigation.

Dining Room Conundrums.

DEAR REVIEW: Some weeks ago our students were having an entertainment and they wanted a sort of guessing competition and I enclose you herewith a copy of an original thing prepared by myself. It occurred to me this morning that it would be an excellent exercise to put in the REVIEW. If teachers would put ten words on the board at a time and give the students say five minutes to supply the missing letter, it will teach them how to spell, how to use their eyes, and be also a memory test. I should be glad at a future time to supply you with the key to same.

E. K.

Halifax, N. S.

To each of the following words add one letter—you may change the order of the letters—and name something found in the dining room at meal time. Thus: able-table; ma-jam.

1, lass; 2, rags; 3, groans; 4, tale; 5, for; 6, sauce; 7, up; 8, at; 9, hair; 10, fine; 11, nine; 12, dear; 13, sid; 14, low; 15, bolster; 16, voile; 17, mare; 18, lumber; 19, mad; 20, do; 21, oats; 22, sane; 23, goes; 24, pure palms; 25, Tom Lea; 26, regina; 27, marconi; 28, reap; 29, pleas; 30, cain; 31, sake; 32, sup; 33, fears; 34, tear; 35, pearls; 36, cares; 37, turf; 38, lads; 39, loans; 40, cute; 41, sickle; 42, take; 43, set; 44, grasp; 45, sat; 46, sides; 47, prints; 48, meantime; 49, to eat; 50, and ice.