

connected? What particular desire of his boyhood was fulfilled in 1856?

3. In what novels do the following people appear:—Sairey Gamp, the Micawbers, Mrs. Wilfer, Betsey Trotwood, Grip the Raven, Dolly Varden, Mrs. Gummidge, Sam Weller, the Fat Boy, Little Nell, Silas Wegg, Mr. F.'s Aunt, Uriah Heep, Mrs. Jellyby, Mr. Bumble, Mr. Squeers, Mark Tapley, Susan Nipper, Sydney Carton, "The boofer lady?" Tell the class something about one of the following schools:—Dotheboys' Hall, Mr. Creakle's, Dr. Blimber's, Dr. Strong's, Miss Tomkins' Academy; about one of these boys or girls:—Pip, Traddles, Jo (in Bleak House,) Rosa Bud, Caddy Jellyby, Charley Hexam, Charles Bates, Kit Nubbles, the Marchioness, Harry Walmers, Jr. Dickens preferred "David Copperfield" before all his other books. Do readers agree with him? What is your favourite among his books? Select from one of his books, and bring to class, a description of an out-door scene; of an indoor scene; of a person; of things to eat; a conversation. Name what you consider the funniest passage in his books; the most amusing person.

4. When did Dickens write "A Christmas Carol"? What did he declare to be his purpose in writing it? What other book was he writing at the time? Name his other Christmas books. In a "A Christmas Carol" he dwells upon unpleasant cheerless weather. Why does he do so? Mr. Chesterton says that "cosiness" is comfort depending upon surroundings of discomfort. Where in Dickens do we get this kind of cosiness? About how old is Scrooge? How long had Marley been dead? What was "nuts" to Scrooge? What did Marley's Ghost say was "required of every man?" What does the prophet Micah say on the subject? With what Scrooge says in the three interviews in his office, compare the closing words of "The Chimes."—"May not the meanest of our brethren or sisterhood be debarred their rightful share in what our great Creator formed them to enjoy." Note the changing attitude of Scrooge towards the different Spirits. Tell in detail what brought about that change. If you have read "Silas Marner" compare the change in the miser. What part does music play in the story? What does Dickens say about laughter?

5. Who:—(a) Was blest in a laugh? (b) Were portly gentlemen, pleasant to behold. (Name other portly gentlemen in Dickens' books. Does he agree with Julius Cæsar?) (c) Nipped the evil spirit by the nose? (d) Lived in Camden Town? (e) Wore a Welsh wig? (f) Was one vast substantial smile? (g) Was brave in ribbons?

6. Select from "A Christmas Carol" or "The Chimes" two descriptive passages from which a picture might be painted. Let one be a beautiful or cheerful scene, and the other contrast with it. Quote a passage that appeals especially to the ear. Do you find many such? Compare the descriptions of Dot Peerybingle and Scrooges' niece. Give examples of Dickens' use of personification.

Chill December brings the sleet,  
Blazing fire and Christmas treat.

—Old Rhyme.

## NATURE TOPICS FOR WINTER MONTHS.

L. A. DEWOLFE.

Within five weeks, thirteen teachers have asked the indefinite question, "What nature work can I teach during the winter?" As all were Nova Scotia teachers, I could have quite consistently referred them to the public school course of study. There topics are suggested for each season. Some of these topics are given under the nature study prescriptions for the various grades, and others under the geography prescriptions.

Possibly, however, these teachers do not want the bare topics; but, rather, an amplified lesson. If so, one cannot in the limited space available in the REVIEW, outline a lesson on every topic.

During fine weather throughout the winter, the children can collect material almost as well as in the summer. Teachers sometimes confine nature study to the collecting and naming of flowers. But that is a very small part of the subject. Mosses, lichens and club-mosses are more attractive in winter than in summer. We have five or six evergreen ferns. To get acquainted with them now is a good start towards a further acquaintance next spring.

Then, again, winter is the best time to study trees. In summer, the leaves help to identify a tree at close range; but the mode of branching is, at that time, largely hidden. Why not have your children draw trees now; and in June draw them again? Copy the trees; not pictures of them.

No teacher can teach everything about a tree in one lesson. A good field lesson would be to have the children identify trees by their shape. Notice the size of the branches in comparison with the trunk; the angle at which the branch meets the trunk; whether the trunk continues as such to the top of the tree; whether the branches are stiff or drooping, etc. Then, for the next week, have tree-naming and tree-drawing contests. Search for or originate tree games.

In some future lesson, identify trees at close range by their bark or twigs or buds.

In still other lessons, study in detail the bud coverings and contents. Study also the lenticels; the annual growth in the length of twigs; the wood in cross-sections and length-wise sections, the thickness, texture, taste, etc., of bark; and