

arms. These cells are among the most interesting structures in the animal world. The boy, who while in bathing has happened to strike a jelly-fish, has learned something of their power. You can cause the nettle-cells of the hydra to act in a similar way by drawing a drop of strong vinegar under the cover glass.

CENTENNIAL ANNIVERSARIES OF THE WAR OF 1912.

J. VROOM.

XVI.—The Burning of Newark.

December 10.—There came a marked change in the character of the war as the second winter drew near. No longer a series of petty raids and half-hearted invasions, it became a war of hatred and revenge. And for this change, perhaps, a certain brigadier-general of militia named McClure, who had been left in charge of the United States forces on the Niagara frontier, was chiefly to blame.

After the battle of the Thames, it was expected that Harrison would continue his advance, and attempt to occupy Burlington Heights. To defend this important position, Vincent had withdrawn his forces from the Niagara peninsula. McClure, therefore, was in full possession. According to his own account his men were ungovernable. With or without his consent they ravaged the country until they were driven back to Fort George by the return of the British troops.

But no unmanageable militiamen and volunteers were responsible for what followed. When McClure had decided to abandon Fort George and retreat to the opposite side of the river, he resolved to conclude the work of devastation by burning Newark.

The little town of Newark, the first capital of Upper Canada, was conveniently near to Fort George, and some of McClure's men had been quartered upon its inhabitants. Consequently it had suffered from their depredations less than the surrounding districts. But now the soldiers were ordered to set fire to the houses in which they had been unwillingly harboured; and no pity which they may have felt for their hosts could save the dwellings from the flames. On the night of the tenth of December, after a very brief warning to the inhabitants, the cruel order was carried out; and four hundred women and children were left to face the winter night without food or shelter,

while they watched the destruction of their homes.

The immediate result was a more rapid advance of Colonel Murray, who had been sent forward by General Vincent to drive out the invaders. General McClure fled with such haste that he left his tents standing, and some of his cannon and stores fell into the hands of the British. Three days after the burning of Newark, the British flag was again flying over Fort George, there to remain. The next thing to be considered was retaliation.

NOTES ON HIGH SCHOOL LITERATURE.

Some General Suggestions.

Teachers who have two or more High School grades under instruction find it very hard to give time enough to the set books for each year. Three-quarters of an hour should be the shortest period for a literature lesson, and an hour is much better. Where it is impossible to give this time to each class, try grouping your classes, and giving two, or even three, the same work. The books for grades IX and X might be taken in alternate years, or, as I am told one principal in New Brunswick is doing now, half the year may be given to the course for Grade IX, and the rest to Grade X work. As in the examinations the stress is laid on the books set for Grade XI, it might even be practicable to let all three grades do "As you Like It" together. An ungraded class can work together at a Shakespeare play with excellent results, because the work can be so varied. Where you are taking a class like this, divide the pupils into three or four groups, according to their ability in this subject. (The division will not altogether correspond with their division into grades.) For home or seat work set the same number of groups of questions or suggestions, e. g., if they are working at character study, questions might be graded thus: 1. How can you tell from the play that Celia was kind (or unselfish or practical)? 2. Tell all that you can find out about Celia from Act I, Sc. III. 3. Contrast Celia's character with Rosalind's. Then all three divisions could join in a discussion of Celia.

The advantages of grouping the classes and taking fewer books are:—

1. The longer time possible for each lesson.
2. The stimulus given by studying in a larger class.
3. The opportunity for the teacher to concentrate her own preparation.