

sentence structure, paragraph structure, and the arrangement of the whole composition."

Make a list of the adjectives used in describing (a) Boswell, (b) the Lives of the Poets. Does Macaulay use many long words? Many Latin words? Illustrate his habit of (a) repeating a thought in several different sentences, (b) of following up a general statement by discussion of it in concrete terms. Notice especially paragraph thirty-five, where the general statement "he no longer felt the daily goad urging him to the daily toil" is followed by the vivid picture of him "at liberty to lie in bed till two in the afternoon and to sit up talking till four in the morning without fearing either the printer's devil or the sheriff's officer."

This is a good typical sentence to use as Buehler suggests on page 109. "He will choose particular typical sentences of Macaulay's and match them with similarly constructed sentences of his own on a different topic."

Does Macaulay make much use of comparisons? Of what sort? Metaphor? Does he compare persons? Bring a list of examples. Does he make sweeping or exaggerated statements? Does he use long or short sentences? Loose or periodic? involved or simple? With what kind of sentence does he usually begin a paragraph? Give six examples of balanced sentences. Are his paragraphs long or short? Has each one unity? Are there any irrelevant digressions?

In any ten consecutive paragraphs underline the words or phrases which connect each one with what precedes it.

Questions on the *Life of Johnson* and on *Julius Caesar* will be given in February.

A correspondent asks for a list of passages to be memorized from *Paradise Lost*. Bks. 1 and 2.

Book 1—lines 1-26; 254, 255; 283-298; 301-304; 351-355; 533-562; 589-600; Book 2—lines 282-290; 488-495; 575-586; 879-883. The passages do not all begin or end with the beginning or end of the line.

For the increase of our Canadian forces to half a million men, Nova Scotia will be expected to raise one division, and New Brunswick and Prince Edward Island another, each division numbering over eighteen thousand men, and including twelve battalions of infantry and the usual complement of artillery brigades and engineers. One battalion which is now being enrolled, the 165th, is composed of Acadian French volunteers, chiefly residents of New Brunswick.

#### FURTHER NOTES ON THE USE OF BOTANICAL TEXT-BOOKS.

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Between now and April, teachers can take advantage of mild days and bare ground to study a few common cryptogams.

In "Beginners' Botany," chapter XXIV is devoted to this part of the plant kingdom. That chapter cannot be covered completely without a compound microscope. Any schools that possess a microscope should attempt to do a little with this chapter. Even without a microscope, the teacher should give a general talk on Bacteria. She can point out that they are present everywhere in the dust of the air. To prove this, moisten a piece of bread, expose it to the air of the school room for half an hour and then keep it under an inverted tumbler for a few days. Don't let it become dry. In a week the bread will be overgrown with thread-like masses of mould—some grey, some greenish. In addition, however, there will be smooth jelly-like yellow patches, having a disagreeable odor. These are colonies of bacteria.

Though individual bacteria are too small to be seen, even with low magnifying power of a microscope, each bacterium by continued division and growth soon becomes a mass known as a colony. These colonies may grow to be an inch in diameter, and consist of millions of bacteria.

But we planted neither bacteria nor mould on the bread. Evidently, they got there themselves. And the most natural source we think of is the air.

After this talk and these observations, have the older children read pages 182, 183 (Bailey). Also read page 188. In connection with the experiment with copper sulphate on this page, teach the principle of spraying for fungus diseases on fruit or leaves. If blue vitriol will prevent the growth of mould on bread, it might prevent the growth of scab on apples or blight on potato leaves. People have actually learned that it does do this. [Of course there are other spray solutions that will do the same thing.]

Put a handful of beans in a pint fruit-jar, fill the jar with water and leave in a warm room for a fortnight. The water will gradually become milky in appearance, and will give a strong odor