FOR THE MONTH.

Bible Readings For Opening Exercises.

1. Psalm, 65, 67.	1. Luke, 2:8-20; John 1:1-18.
2. Psalm, 29, 36 : 5-12.	2. Matthew, 2 : 1-23.
3. Psalm, 19, Eccl. 12 : 1-7.	3. Luke, 2 : 40-52; Eph. 6 : 1-11.
4. Job, 28.	4. Matthew, 3 : 1-17; Luke, 3 : 15-23.
5. Job, 38 : 1-41.	5. John, 18 : 1-32.
1. Genesis, 1 : 1-25.	1. John, 18 : 33-40; 19 : 1-22.
2. Genesis, 1 : 26-31; 2 : 1-9, 15-24.	2. John, 19 : 23-42.
3. Genesis, 3.	3. John, 20 : 1-18.
4. Genesis, 4 : 3-15; Psalm 26.	4. John, 20 : 19-31; 21 : 1-14.
5. Genesis, 6 : 5-22;: 7. 1; Psalm 16.	5. Acts, 1 : 3-13; Matt. 28 : 16-20; Luke, 24 : 50-53.

TO THE EVERGREENS.

The dark and stately evergreens
  Lift up their branches toward the sky,
What do they care for wintry scenes
  When winds blow cold and snowflakes fly,
To trim them in soft filigree?

That they in winter time have part,
  All fair and fragrant, strong and high,
They are so glad — yet, in my heart,
  I know they're not so glad as I!
Without them, what would winter be? — A. E. A.

TREE STUDY IN THE GRADES.

Le Roi Hadley of Brigham City, says he finds it advantageous, in seventh grade tree study, to give sets of questions like the following where trees are so plentiful that pupils will not have trouble in finding them. Thus, for Silver Poplar.

1. Bring to class a leaf of the tree which answers the following description:

(a) The leaves are white-wooly on the under side and smooth on the upper side. They are roundish, leathery, three to five lobed or coarse-toothed.

(b) It is a large tree with a light green, smooth trunk and whitish, smooth branches. The height of the tree in the Great Basin seldom exceeds seventy-five feet.

(c) The flowers or catkins are greenish.

(d) The tree is used for shade and ornamental purposes.

2. What is the name of the tree?

In connection with the above exercise a description of the Silver Poplar is given. This enables pupils to contrast the two trees.

A SCHOOL ROOM "POOR RICHARD."

By A. L. Yeates.

It's a mighty poor teacher that everybody likes.

Getting down to child life doesn't necessarily mean talking "kiddish."

A school teacher has just as much right to be good looking as anyone else.

The most effective teaching is done in a room containing two learners — the teacher and the leader of the gang.

Most physicians give the antiseptic before performing the operation; some teachers reverse this procedure.

Try giving your pupils a dose of encouragement — stimulants always go to the weakest place.

When you work, is it for, at, or with your class?

Two periods of fifteen minutes each the pupil has equal talking privilege with the teacher. Hurrah for recess.

Teacher: "We shall not have Nature today. I left my text at home. You may take the next ten problems in Arithmetic."

If teachers don t know the parents it's either the parents or the teacher's fault — and it isn't the parents .

QUESTION BOX.
(By A. L. F.)

L. M. K. Would you please explain through the column s of the REVIEW the correct use of the following words and give examples of each:— Correct, accurate, right; big, large, little, small.

Ans.:—*Correct* — Means conforming to a standard of truth, justice or propriety, as "His dress was correct for the occasion. Most dictionaries give as synonyms for *correct*, "accurate," "right."

Accurate — Means mathematically correct, as "The plans were accurate."

Right — Is more correctly used as applied to standards of moral rectitude rather than in cases where accurate or correct would apply, as "It is right to speak the truth."

Big — Is used in the sense of bulky, as "A big bundle."

Large — Means of more than the average size, as "A large town." In a general sense the two words big and large are interchangeable.

Little — Little can be used in the sense of "by degrees," as "Little by little;" while *small* applies to size, as "A small amount."

A. A. V. Will you kindly solve the problems I am sending you in your next issue of the REVIEW. Problems No. 14, 26 and 27 in Hall and Knight's Algebra, on pages 212 and 213.

In Academic Arithmetic, Problems 4 and 12, on page 91.

ED. NOTE:—These answers are being sent direct owing to pressure on our space this month, but as they would no doubt prove of special interest to others we purpose publishing same in full in the February REVIEW.