

The British and Canadians had lost nothing beyond the cost of carrying on the war. This terrific cost, in men and money, had fallen heavily upon both parties. The United States had lost certain trade privileges in British India, and certain fishing privileges in British American waters. What were the gains?

Britain had gained nothing of material advantage, either to herself or to her colonies. The United States had gained nothing. The disputed maritime rights which had been the ostensible cause of the war were not mentioned in the treaty of peace. Canada, regarded by anticipation, as the helpless victim of the war, was the one to profit by it in the end. Terrible as that war had been to her, a nation had been forged and shaped beneath its blows. English and French were thus welded together as they could have been in no other way; their union making possible the Confederation of the Provinces and the Greater Canada of to-day. Therefore it has well been called the national war of Canada.

Even so may the great imperial war in which we are now involved be the means of uniting the Empire; and, though the end may be yet far off, we may well hope that it will be followed by more than a hundred years of peace.

THE DATES UPON WHICH GIFTS ARE GIVEN.

In Holland, on St. Nicholas's birthday, three weeks before Christmas.

In Belgium, also on St. Nicholas eve.

In Switzerland the shoes are set outside the door on the two Saturdays preceding Christmas. These are filled with candies and nuts, but the chief gifts are found on a Christmas tree on Christmas morning.

In Denmark and Germany, Norway and Sweden, the tree is a fixed institution, being lighted on Christmas eve and often kept until Epiphany.

In Spain and Italy, gifts are given on Epiphany, twelve days after Christmas, to commemorate the gifts presented on that day by the Wise Men to the infant Jesus. This is also true of Russia.—*Selected.*

HIGH SCHOOL LITERATURE.

SUGGESTIONS FOR TEACHING SHAKESPEAR'S "JULIUS CÆSAR."

Some knowledge of historical fact is necessary. The essential points are:—1. The tyranny of their early kings had made the Romans hate the very name of king. 2. Rome had risen to greatness under a republican form of government which lasted for nearly 500 years. 3. During the last century of this period, the ruling power passed more and more into the hands of one or the other great soldier. 4. There were still patriotic men at Rome, who tried to uphold the republic, and resist a one-man rule.

The steps immediately leading to the situation at the opening of the play are:—

59, B. C.—Formation of the first triumvirate, Cæsar, Pompey and Crassus. These three men secure for themselves the control of the state.

54, B. C.—Crassus is killed in war against the Parthians.

49-48, B. C.—Civil war between Cæsar and Pompey, ending in Pompey's defeat and death, and leaving Cæsar master of the Roman world.

The references in the play to Greek and Roman history, must be mastered. But do not divert attention from the play itself to studies of the state of Rome or the comparative merits of different forms of government.

Read the play through rapidly to get the action. Stop at the end of each scene to be sure that its main significance has been noted. *e. g.*; Act 1., Sc. 1., shows the fickleness of the mob, and the fact that there are two parties in Rome. Cæsar is popular, but has enemies. Which party will prevail? In this first reading, be satisfied if the incidents, and *the order in which they occur* are clearly grasped. The class should see how the question at issue is shown in I. 1., then follow scenes showing Cæsar's position, the reasons of the conspirators, progress of the conspiracy, failure of attempts to baffle it, its success, the suspense after Cæsar's death, then the turning point in the effect of the two orations; after that, the steady rise of the party of Antony and Octavius, and the corresponding fall in the fortunes of the conspirators, culminating, as Shakespeare's tragedies always culminate, in the death of the hero.