

Is January a winter month everywhere? What countries within the Empire have no snow? What differences do frost and snow make in trade, transportation, etc.?

Nature study need only be mentioned. Abundant help for seasonal studies has already been given in the REVIEW. But do not neglect to cultivate the sense of beauty in winter. Direct attention to colour,—the contrast of sky and snow.

"Around the glistening wonder bent,  
The blue walls of the firmament;"

of snow and evergreens, "the sombre green of hemlocks turned to pitchy black against the whiteness;" the shadows on the snow; beauty of form, in snow crystals, in bare branches against the sky, tracks in the snow, forms of ice, frost on window panes. Notice the distinctive sounds of mid-winter. How many can be named? Discuss "the streets were *dumb* with snow." Link your study of literature closely with observation of the world about you, and you will find new beauty in both.

For reading take Emerson's "Snowstorm," Whittier's "Snowbound," the winter scenes in Lowell's "Vision of Sir Launfal," Longfellow's "Snowflakes;" from Hiawatha, the pictures of Peboan, the Winter, in sections 19 and 21; the description of the snowstorm in Lorna Doone, Chapters 41, 42, 43; the first stanza of Keats' "Eve of St. Agnes;" the description of skating in Wordsworth's "Prelude," Book 1, beginning, "And in the frosty season;" and from Cowper's "Task," passages from "The Winter Evening," "O Winter, ruler of the inverted year," "Fast falls a fleecy shower."

A careful study might be made of the January verses in Longfellow's "Poet's Calendar," beginning with the imagery and mythological references in the verse already quoted, and going on to the succession of pictures in the following:

"I block the roads and drift the fields with snow;  
I chase the wild-fowl from the frozen fen;  
My frosts congeal the rivers in their flow,  
My fires light up the hearths and hearts of men."

some of these suggestions may be used in the opening exercises when the children are fresh from out of doors. The younger ones will enjoy Stevenson's "Winter-Time."

Late lies the wintry sun a-bed,  
A frosty, fiery sleepy-head;  
Blinks but an hour or two, and then,  
A blood-red orange, sets again.

Before the stars have left the skies,  
At morning in the dark I rise;  
And shivering in my nakedness,  
By the cold candle, bathe and dress.

Close by the jolly fire I sit  
To warm my frozen bones a bit,  
Or with a rein-deer sled explore  
The colder countries round the door.

When to go out my nurse doth wrap  
Me in my comforter and cap;  
The cold wind burns my face and blows  
Its frosty pepper up my nose.

Black are my steps on silver sod;  
Thick blows my frosty breath abroad,  
And tree and house, and hill and lake,  
Are frosted like a wedding-cake.

Let them tell what the little boy saw and felt, and compare their own experiences, telling the likenesses and the differences. Are there any "colder countries" in the country schoolhouse? Was the country where this little boy lived as cold as ours? Was there snow on the ground?

#### BIBLE READINGS FOR OPENING EXERCISES.

1. Job XXXVII, 5-13.
2. St. Mark II, 29-39.
3. St. John X, 1-11.
4. Proverbs VIII, 10-21.
5. Psalm CXLVII, 1-11.
6. Deuteronomy VII, 9-13.
7. St. Mark II, 40-45.
8. Psalm CXLVII, 11-20.
9. St. John VII, 14-18.
10. Isaiah LXI, 7-11.
11. St. James II, 6-13.
12. Psalm CXLVIII.
13. Acts IX, 36-42.
14. Psalm C.
15. St. Mark III, 7-19.
16. Colossians III, 12-17.
17. I Kings IX, 1-7.
18. St. Mark III, 31-35.
19. Psalm CXLVI.
20. St. Mark IV, 35-41.
21. St. Mark VI, 35-44.
22. I John III, 18-24.