

hibernation, numbers of them huddling together in a nest and sleeping for weeks at a time. Mention should also be made of the raccoon mother, who is careful to see that her baby "coons" are snug with her in the old hollow log, stump or tree, that forms their winter home. It is an interesting fact that "coons" in captivity, though removed by several generations from wild ancestors, and though well supplied with food at all times, spend a portion of the winter in hibernation. The tendency to hibernate seems to be in the blood, and is still kept up, even where there seems to be no necessity for it.

Of all our hibernating animals the bear is the largest and most picturesque. The stories of his doings in colonial days were no doubt exaggerated, for the modern bear seems to show few of the qualities so commonly attributed to his ancestors; on the other hand Bret Harte's description of bruin seems somewhat overdrawn.

"Coward,—of heroic size,
In whose lazy muscles lies,
Strength we fear and yet despise;
Savage, whose relentless tusks,
Are content with acorn husks;
Robber, whose exploits ne'er soared,
O'er the bee's or squirrel's hoard;
Whiskered chin and feeble nose,
Claws of steel on baby's toes."

There are three kinds of bears in North America,—the polar bear, the grizzly bear, and our native species, the brown bear. In using this work for school exercises these forms should be compared, and the work correlated with geography, literature and composition whenever possible. Teach the meaning of such terms as hibernation, and cold blooded and warm blooded animals.

Mention should also be made of several other kinds of animals that hibernate, such as frogs and toads, snakes, turtles and newts, and also some species of insects, as the ladybird-beetle, the moth of the mourning cloak, the adult larvae of the Isabella tiger moth, and the baby larvae of the brown-tail moth.

Extend your inquiries to other insect forms. In what stage of their life cycle do house flies, honey bees, tent caterpillars, cabbage butterflies, emperor moths, crickets, grasshoppers, dragon flies, May beetles ("June bugs"), and other insects with which you are familiar, pass the winter?

The beaver and the chipmunk are good examples of animals that keep well within doors during the winter months, but are active in their homes, and live upon the food that they gathered the fall before. These animals are provident little fellows and seem to show great thought for the future. Contrast their care or preparation for winter with that of the hibernating animals. In the case of the latter, the storage is in the form of fat laid up among their various tissues.

HIGH SCHOOL LITERATURE.

BY THE EDITOR.

Paradise Lost. Books I and II.

The suggestions for study given in the prescribed edition are excellent, as far as they go, but they seem to me lacking in human interest. A great French critic has said that "Paradise Lost" is an unreal poem, a grotesque poem, a tiresome poem, and yet—an immortal poem. And there is danger of our classes feeling it to be unreal, grotesque and tiresome, without recognizing its claim to immortality. It is useless to tell them that they ought to admire Milton, (especially if we do not admire him ourselves) if we cannot put them in the way of studying him so that they may see something that they can admire.

The two elements in "Paradise Lost" by which I should try to lay hold on the interest and admiration of a class are first, the moral struggle, and second, the glorious beauty of the verse.

Thanks to our sad neglect in not cultivating the sense of hearing and the visual imagination which most little children possess, by feeding their minds with good poetry when they are in the lower grades, our High School pupils come to the study of literature with ears dulled to the music of verse, and minds untrained and slow in grasping images. Still, there will be a few in every large class whose pulses will quicken with pleasure at the sound of such lines as:

1. Regions of sorrow, doleful shades, where peace
2. And rest can never come, hope never comes
3. That comes to all,
- and
4. _____ and chase.
5. Anguish and doubt and fear and sorrow and pain,
6. From mortal and immortal minds.