

But farther north it was cold, with patches of snow here and there, and a cutting wind from the North Sea. On their way the larks had decreased in number, many of them having their homes on the fields near Leipzig, others on the heath of Lüneburg. When the remainder reached Slesvig, the Danish larks asked the Norwegians whether it would not be advisable for them to wait there a while and see how the weather turned out. In Jutland the snow still lay in the ditches and on the fences, and the northwest wind shook the beeches of Old Denmark, their rolled-up leaves snugly wrapped in their brown covers. Behind rocks and under the heather birds crouched, a few of them venturing near the farm-houses, where the sparrows kicked up as if they were masters there.

"All agreed that they had started too early, and if they had caught the scapegrace who had lured them away from the flesh-pots of Egypt, they would have plucked his feathers. At last a southerly wind sprang up, the Norwegian birds bade "goodbye" and across the sea they flew. When they reached home, Norway looked dreary enough. On the mountain slopes there still was snow, and in the dense forests it lay a yard high. But with the south wind came rain, and soon everything was changed—not gradually and peaceably, but in a trice,—with snow-slides crashing, and torrents roaring, so that the land looked like a giant washing himself, the ice-cold water streaming down his sinewy limbs. Delicate green veils hung over the birches on the mountain slopes, along the bays, the fjords, over the western plains facing the sea, the cloudberry-bogs, along the ridges, clefts and crevices, and the narrow valleys among the mountains. But the mountain peaks remained snow-covered, as if the old rocks did not think it worth while to raise their caps to such a flighty madcap of a summer. The sun shone with warmth and cheerfulness, and the wind coming from the south was fraught with more warmth, and at last the cuckoo arrived, as grand master of ceremonies, to see that everything was in order; hither and thither he flew, then seated himself in a snug nook in the innermost depths of the thicket and crowed, Spring has come!—at last old Norway was complete. And there she lay—radiant and beautiful in the blue sea,—so lean and poor, so fresh and sound, smiling like a clean-washed child.

"In the havens along the coast were life and bustle, and the white sails glided out from among the rocks and made their way across the sea. The snow-shoes were stuck up under the rafters in the ceiling, the fur-coats well powdered with camphor and hung away; and, just like the bear when he comes out of his lair and shakes his shaggy coat, so the people shook their heavy limbs, spat in their hands and started their spring work. Down the river went the rafts, paddled through the cold snow-water, and in the broad, fertile parts of the country the ploughs were cutting long, black furrows; up north the people were busy with the salted cod, spread out upon the bare mountains; on the western plains near the sea came wagon-loads of seaweed to be strewn on the fields, while on a hill stood a little blear-eyed man looking after a fallow horse."

Nature Study for Winter.

The following suggestive questions on ice, from the *Philadelphia Teacher*, are suitable for fourth or fifth grade work. Others suitable to the locality of the school may be framed by teachers:

1. When winter comes, what happens to small lakes and streams?
2. Where have you noticed ice forming near your home.
3. How cold must it be for ice to form? Where do you read this number? Show it to me.
4. How do the sun's rays strike our part of the earth at this time of year? What season will it be when the sun shines nearly vertically upon our zone?
5. At this season, what do boys and girls do on the ice?
6. You travel on ice on skates. Is there any other way of traveling from place to place on ice?
7. Tell all you know about ice boats.
8. Of what use is ice during hot weather?
9. Where do we get this ice? If there is not enough natural ice, what do men do to get enough to last?
10. Tell where ice is stored so that it will keep for summer?

The following, with other verses in this number of the *REVIEW*, may be used for a memory gem:

The ice is strong upon the creek;
The wind has roses for the cheek;
The snow is knee-deep all around;
The earth with clear blue sky is crowned.

—F. D. Sherman.

Questions on the weather for use in third or fourth grade classes:

1. Give the name of to-day. What number is it of the month? Write the full date on the board.
2. What is to-day's temperature? Read that number from the thermometer.
3. Was there frost this morning? Snow? Rain? Did you see it? Can you see it now when you look out of the window?
4. Were there any clouds to be seen this morning when you came to school?
5. Tell all you saw in the sky.
6. Was it windy when you were walking?
7. From what direction did the wind blow?
8. How could you tell the direction of the wind?
9. What time could we first see the sun (in Sydney, Halifax, St. John) to-day? Then, at what time did "the sun rise" to-day?
10. In what part of the sky was it? In what direction from us does the sun always rise? Etc., etc.

For memory work:

In winter I get up at night
And dress by yellow candle-light.
In summer, quite the other way,
I have to go to bed by day.