

Claus, and in it was, "I hear the patter of the reindeer's hoofs." Get them to see what a pretty thought it is.

Now ask them what Longfellow is speaking about. Himself. What word means himself? I. What is he saying about himself? They will tell you he hears the patter of little feet, the sound of a door that is opened, etc. If you get them to tell it in their own words, they will tell you he hears the children walking in the nursery over his head, opening the door and talking softly. Just here you might take the word "that." They have told you in the verse before it meant "a pause in the day's occupations." In this verse it means a door, and you might give a lesson on the relative pronoun without calling it by that name. Get them to see how often "that" means some word or phrase that goes before it. Question them till they can substitute which for it, or if it was a person mentioned before, get from them the word "who."

Now we are ready for the third verse. What is a study? If they do not know, ask them, when they study. They will tell you when they learn their lessons. What do they learn their lessons out of? They will tell you books. How? By reading. What did Longfellow do besides read? Write poems. So they will see that a study is a room for reading and writing, and generally has plenty of books. If none of the brightest of them know that a place with plenty of books is called a library, give them that word, and write it on the board.

Take the word descending. They will tell you it means coming down. Ask them the word that means going up. They will tell you ascending. Write both on the board. As in the other verses, get them to see the subject and predicate, and they will read it much better afterwards. Now, that is as far as I got in one lesson, and we found it very interesting. We followed the same plan in the succeeding lessons. I told them the story of the Bishop of Bingen, and I showed them pictures of his castle. I also told them something of the way people fought when castles were built, and why they had to be so strong. When we came to the word unguarded, we had a lesson on the prefix *un* till they saw it meant not, before a word, and thus completely changed the meaning of the word. As we read these verses they had no trouble in seeing that the children were playing a game of pretending, as they themselves love to play, and that they pre-

tended their father's study was the castle, and his big chair the tower, and they were robbers coming to take his castle.

When we came to the word *banditti*, they told me they could not find it in the dictionary; so I asked them if they found any other word that looked like it. They had found *bandit*, robber, so I put that on the board, and the plural—*bandits*. Then I explained that the *banditti* was an Italian word; that *banditto* was the singular and *banditti* the plural, and meant robbers. When we came to the last verses, we spent some time on the word *fortress*. I told them about Quebec, Halifax, Gibraltar. We discussed the word *dungeon*; and when we took those verses as to their meaning, it required very little questioning to get from them that Longfellow was talking about the love he had for his children, and how their memory would always be in his heart as long as he lived. After we had read the whole poem, a number told me the story in their own words orally. Then they wrote it as a composition. I sent six pupils to the board, and we all criticised their stories—in regard to punctuation, English, etc. I also had them write sentences, using the hardest words that occurred in the lesson. It took us the greater part of a week to read this poem, but the children never lost their interest. Before giving it up, I had them memorize it for their Friday's recitation.

In addition to the above excellent plan of lesson, the editor gives a few general directions: In introducing any of Longfellow's writings, the teacher may show the poet's love for children, not only for his own, but for other children. The following will serve to illustrate:

Here is a passage from one of Longfellow's letters written in 1862: "My little girls are flitting about my study as blithe as two birds. They are preparing to celebrate the birthday of one of their dolls; and on the table I find this programme, in E's handwriting, which I purloin and send you thinking it may amuse you. What a beautiful world this child's world is! So instinct with life, so illuminated with imagination! I take infinite delight in seeing it go on around me, and feel all the tenderness of the words that fell from the blessed lips, 'Suffer the little children to come unto me.' After that benediction, how can anyone dare to deal harshly with a child!"

One instance will illustrate his kindness toward children whom he did not even know. One Christmas day Signor Monti, a friend, was accosted while on his way to the Longfellow house, by a little girl who wanted to know where the poet lived. The kind-hearted Italian courteously showed her the way; and when they arrived at the house,