

class and the beauty of the language used. I also asked them to learn the author's name, and any other poems of his they could find elsewhere; in fact, to get all the information they could about him.

When the hour for reading came next day, I began by asking the author's name. They said H. W. Longfellow, and some knew Henry as the first name; so I wrote on the board Henry Wadsworth Longfellow. No one had learned where he belonged, so I wrote, Born in Portland, Maine, lived in Cambridge, Mass., during the latter part of his life. I told them of his house in Cambridge, and that there was a hall there called after him, also a park. One or two told me they corresponded with some friends in Portland, Maine, so I told them to try to get a post card with the picture of his house. Others had magazines with pictures of him and his house, so I told them to bring these.

They all knew the poems in the reader that he had written, "The Brook and the Wave" and "The Arrow and the Song," and many were anxious to tell me of other poems, so I wrote a number on the board, as "The Rainy Day," "The Building of the Ship," "The Birds of Killingworth," "Hiawatha," "Evangeline," etc. I promised that some Friday afternoon I would read them Hiawatha's first deer hunt, and about his mittens, and the building of his canoe. I encouraged those who had a copy of Longfellow's poems at home to get some one to read selections to them. Their teacher of last year had told, or read, to them "The Birds of Killingworth," and I told them "The Story of Evangeline." Perhaps you will think all this would take a great deal of time, and never a word about the lesson; but it does not take so much time as you would think; and if it did, what is one aim in teaching? Is it not to encourage the children to find out the standard authors and their works, and direct them what to read in each grade? If the efforts of the teachers were seconded by parents, we would not have so many young men whose knowledge of English literature ends with "Nick Carter's" library, or young women, whose favourite author is Bertha M. Clay. It was because a teacher told me that those selections in the old fourth, fifth and sixth readers, "Archery in the Olden Time," "The Siege of Torquilstone," etc., were written by Sir Walter Scott that I first read "Ivanhoe," and subsequently other of his books. Don't be afraid of your time; think of results.

But to get back to my subject. Having discuss-

ed the author and his works, take up the lesson proper. Read the poem through. Perhaps it would be well to have one or two read the first verse. It will not be well read till it is understood, so proceed to discuss it. "Between the dark and the daylight." Ask what time that is. By questioning they will tell you early in the evening. "When the night is beginning to lower." What time did Longfellow spend with his children? The evening. What should he have said? Between the daylight and dark? Why did he put it the other way? For the sake of rhythm. They have learned already that poets have privileges that other people must not take with English. Ask them what time we call between daylight and dark. Some one will tell you twilight. Get them to see that twilight means between lights. Ask them the meaning of lower (pronounced like "bower"). They will tell you fall, come down, darken the sky. Quote that line from Longfellow's other poem, "The day is done, and the darkness falls from the wings of night," or "Now came still evening on, and in her sober livery all things clad."

"Comes a pause in the day's occupations." They know a pause means a stop. They have looked up occupations, and found it means business or work that takes up the time. You do not tell them this, they tell it to you, if you question them right.

We will take for granted that by the time they have got to this lesson you have taught the children subject and predicate; so now you can question as to the things Longfellow wanted to tell in this verse. They will tell you, "A pause in the day's occupations" comes between the dark and the daylight. Take "That is known as the Children's Hour." What is known as the children's hour? A pause in the day's occupations. What word means this? They will tell you "that." Now what does all this mean? They say at once, he stops his work to play with his children, when it is too dark to see to work, but too early to have the other lights. When they understand the verse, they read it much better; but before they read it again, get one or two to tell it in their own words, and you will find they do it very well.

When you have mastered that verse, go to the second; "I hear in the chamber above me the patter of little feet." They know a chamber is a bedroom, and that patter is the soft sound their feet make. They will tell you the rain patters on the roof. One of them told me he knew a recitation about Santa