

My heart grew sick with fear, mamma,
And loudly I wept for thee;
But a white-robed maiden appeared in the air,
And she flung back the curls of her golden hair,
And she kissed me softly ere I was aware,
Saying, "Come, pretty babe, with me," mamma;
Saying, "Come, pretty babe, with me,"

My tears and fears she quelled, mamma,
And she led me far away;
We entered the door of a dark, dark tomb,
And passed through a long, long vault of gloom,
Then opened our eyes in a land of bloom,
And a sky of endless day, mamma;
And a sky of endless day.

And heavenly forms were there, mamma,
And lovely cherubs bright;
They smiled when they saw me, but I was amazed,
And, wondering, around me gazed, and gazed,
While songs were heard, and sunny robes blazed,
All glorious in the land of light, mamma;
All glorious in the land of light.

But soon came a shining throng, mamma,
Of white-winged babes to me;
Their eyes looked love, and their sweet lips smiled,
For they marvelled to meet with an earth-born child,
And they gloried that I from the earth was exiled,
Saying, "Here ever bless'd shalt thou be, pretty babe;
Oh! here ever bless'd shalt thou be."

Then I mixed with the heavenly throng, mamma:
With seraphim and cherubim fair;
And I saw, as I roamed in the regions of peace,
The spirits who had gone from this world of distress,
And their's were the joys no tongue can express;
For they knew no sorrow there, mamma;
For they knew no sorrow there.

Do you mind when sister Jane, mamma,
Lay dead—short time ago;
And you gazed on the sad but lovely wreck
With a full flood of woe that you could not check,
And your heart was so sore that you wished it would break?
But it lived, and you aye sobbed on, mamma;
But it lived, and you aye sobbed on.

But oh, had you been with me, mamma,
In the realms unknown to care,
And seen what I saw, you ne'er had cried,
Tho' they buried pretty Jane in the grave when she died;
For, shining with the blest, and adorned like a bride,
My sister Jane was there, mamma;
Sweet sister Jane was there.

Do you mind of the poor old man, mamma,
Who came lately to our door,
When the night was dark and the tempest loud?
Oh! his heart was meek, but his soul was proud,
And his ragged old mantle served for his shroud
Ere the midnight watch was o'er, mamma;
Ere the midnight watch was o'er.

And think what a weight of woe, mamma,
Made heavy each long drawn sigh;
As the good man sat on papa's old chair,
While the rain dripped down from his thin grey hair,
As fast as the big tear of speechless care,
Ran down from his glazing eye, mamma;
Ran down from his glazing eye.

And think what a heavenward look, mamma,
Flashed through each trembling tear,
As he told how he went to the Baron's stronghold,
Saying, "Oh! let me in, for the night is cold."
But the rich man cried, "Go sleep on the wold,
For we shield no beggars here, old man,
For we shield no beggars here."

Well, he was in glory, too, mamma,
As happy as the blest can be;

He weeded no alms in the mansion of light,
For he mixed with the patriarchs, clothed in white,
And there was not a seraph had a crown more bright,
Or a costlier robe than he, mamma,
Or a costlier robe than he.

Now sing, for I fain would sleep, mamma,
And dream as I dreamed before;
For sound was my slumber, and sweet was my rest,
While my spirit in the kingdom of life was a guest;
And the heart that has throbb'd in the climes of the blest
Can love this world no more, mamma;
Can love this world no more.

Exchange Paper.

EDUCATION.

Lecture on the Art of Questioning.

(Concluded.)

You begin by reading before them, and at once, the whole of the first marked off portion. Read slowly, and as distinctly as possible, as a model to them—they immediately, and in concert, marching from clause to clause after your model-reading. Repeat the reading, if required, and question till your object is attained. To test individual attention, call on a few to read, each by himself. Let your eye tell who these should be. Let faults or inaccuracies of any kind be corrected by re-reading, not by merely naming or pointing them out. Neglect not questioning if you have any doubt about anything, or wish to deepen impressions. Go successively over the divisions of the lesson in this way, and you will seldom fail to get the lesson correctly read.—As a finish—go over the ground a third time with them—you dispense with the simultaneous reading this time; nor do you read before them. You have trained—you now test results. Each reads a portion as you direct; and the rest of the class and yourself act the critic—pointing out faults—these to be corrected by re-reading. Never allow a reader to be interrupted when reading; give him every chance to do his best. Make remarks, and name mistakes to be corrected, by again reading, after he has read.—You may make them, in turn, read from the top to the foot, or from the foot to the top of the class; or, to check inattention, let none know his turn to read, or his portion, till called on to read; or, to create emulation and a little rivalry, give the same portion to two, or even more, to see who will give the best reading; or fairly to test individual preparation and skill, on given portions, let each have his portion before beginning to read. This gives each a chance to do his best; or the class may be thrown into two divisions for mastery—to see which division will have the greater number of good readers. But the teacher should be the best judge in this matter. The plan of one day may not be the most suitable the next day.

Let us now direct attention to the next division of the work. This division of the work does not suppose reading. It is understood that the finishing part of the training on reading included, as far as the standing of the class admitted, the qualities of good reading—as purity of utterance; distinctness of utterance; correctness of accent; the relative significance of words; special emphasis; correctness of pitch; voice modulation; fluency, &c., &c.

When, in the routine of work, the same class is again called up, to go through the next laid off division of the lesson, it is for a mind intellectualizing drill; and as it is the most important part of the work, it demands the greatest attention. The teacher himself must be prepared for it. This knowledge of the truths, facts, &c., contained therein, must be adequate. Wanting this knowledge, the time allotted for this part of the work is in danger of being taken up by a certain amount of talk only.

The first thing to be done is to work into their minds a clear, broad outline of the subject of the lesson—setting before the class as much of the subject of the lesson as is useful for them to know, and level to their understanding.—This may be interestingly done by a series of questions—leading them on from one idea to another, to the end of the lesson, and then making them repeat successively the different statements of the lesson, till their minds have connectedly got hold on them. Then, train them to reason on the most suitable and useful statements, and accustom them to methodize the knowledge with which you are storing their minds, and exercise them in expressing their ideas in proper language. The ability to define their thoughts, and to express them in a clear, orderly manner, may be taken as a good test of the results of your training.

The meaning of words and their application must form a special