

Slow disappeared the senate hall,
A church rose in its place;
A preacher there outpoured a prayer
Invoking Heaven's grace.

And though he spoke in solemn tone,
And though his hair was gray,
The teacher's thought was strangely wrought,
"I whipped that boy to-day."

The church was gone—a chamber dim,
Was next obscurely shown;
There 'mong his books with earnest looks,
An author sat alone.

"My idlest lad!" the teacher said,
Filled with a new surprise;
"Shall I behold his name enrolled
Among the great and wise?"

Now rising humbly to the view,
A cottage was descried;
A mother's face illumed the place,
Her spirit sanctified.

"A miracle!" the teacher cried,
This matron well I know,
Was but a wild and careless child,
Not half an hour ago.

"And when she to her children speaks
Of duty's golden rule,
Her lips repeat in accents sweet
My words to her at school."

The scene was changed again, and lo!
The school house rude and old;
Upon the wall did darkness fall—
The evening air was cold.

"A dream!" the sleeper wakening, said,
And paced along the floor;
Then whistling slow, and soft and low,
He locked the school house door.

And walking home, his heart was full
Of peace and trust and love and praise,
And singing slow, and soft and low,
He murmured, "After many days."

LANGUAGE LESSON.

- Fill the blanks with the proper form of *Louis*, *Mr. Ross*, *fly*, *week*, and *sparrow*.
— mother has no one else to send.
— horse was frightened by the music.
All — wings are transparent.
At the close of ten — work vacation begins.
The boys had found some — nests near the ball ground.
- Fill the blanks with the proper form of *water*, *waves*, and *princess*.
The boat was drawn to the — edge.
Yon noisy — roll higher up the strand.
"We do not dare," the — reply.
What was the — reply?
She was dressed like an Indian —.
The — dress was of deer skin.
- Which of the sentences above is a command? Which is a question? Which contains a quotation?
- Fill the blanks with some form of *do*, *go*, *come*, and *choose*.
He — his work and — to school early.
If he had — to play, he could not have — so soon.
Has the teacher —?
Have you — a good subject for your composition?
The above exercise was given as a written examination to test

the pupils in their knowledge of language as far as they had been taught. On reading their papers it was found that many had failed to use their common sense, and some did not know the proper forms of the words. Such sentences as follows were found on several papers: "Mr. horse was frightened by the music." "The Indian dress was of deer skin." Remember the word "Indian," is not one of those from which they were to choose. "All sparrows' wings are transparent." By questioning afterward it was found that only one pupil in the class knew what *transparent* meant. Common sense would have said, "Don't use a word that means nothing to you."

But some one says, "You can not expect children of this grade to have as much judgment as you suggest." Proper teaching will give them this power to judge. This examination surprised the teacher, and the papers were handed to the children and a lesson, substantially as follows, was given:

Tr. In the first sentence, whose mother is meant?

Pu. Louis's mother (orally).

Tr. Why not Mr. Ross's mother?

Pu. Because Mr. Ross is a man, and his mother would not send him on an errand.

Tr. Spell the form of Louis that you used.

Pu. Louis's.

Tr. What does it mean?

Pu. It means one and shows ownership.

Tr. Who most likely owned the horse, the boy or the man?

Pu. The man.

Tr. Mary, what will you put in the next sentence?

Mary. Mr. Ross's.

Tr. Spell it, Mary. Mr period, capital R-o-double s, apostrophe-s.

Tr. Why not put Mr. alone?

Pu. Because it don't make no sense.

Tr. Because it *doesn't* make *any* sense. What does transparent mean?

Pupils looked blank. Finally one little fellow in the back part of the room put up his hand rather hesitatingly, and the teacher said, "Well, Tommie?"

Tommie. What you can see through.

Tr. Tommie is right. Anything that we can see through is transparent. Name something that is transparent.

Pupils (looking at the windows). Tr. Class. Pu. Glass.

Tr. How many of you have looked at a sparrow's wing? at a fly's wing? (nearly all had). Which one can you see through? Class.

Pupils. The fly's wings.

Tr. Which of the words must we take to fill the blank? Class. Fly.

Tr. What must the form that we use mean? Susie.

Susie. It must mean more than one.

Tr. How do you know?

Susie. Because the word *all* means more than one fly.

Tr. What else must it mean?

Pu. It must mean ownership.

Tr. Write on the board the form that means more than one.

Pu. Flies.

Tr. What must we do to make it show ownership?

Pu. We must add an apostrophe.

Tr. Yes. Add it.

This is slow work but it is good work. The pupil has been led to think about the things that he *must* think about to properly fill the blanks given. This kind of work will teach him to use his common sense.