

Company, of the battles of Culloden, Plassey, and the Plains of Abraham, William Pitt, George Washington, Napoleon, The Duke of Wellington, and Prince Albert. [12.]

Time, one hour and a quarter.

HOW TO TEACH LITERATURE.

IN compliance with numerous requests for "suggestions" in regard to methods of conducting recitations, I submit the following—with reluctance, for I cannot but think that each teacher must prefer his own ways of teaching, and with pleasure, for it recalls the faces of my pupils, and the class-rooms in which these methods had their origin.

1. In order to exercise or cultivate the taste of beginners, it is well to read aloud some rare, short poem, and at its close, or during the reading, if the pupils cannot retain the line in memory until the reading is ended, let them name the line that especially pleases them. I used frequently to take Tennyson's little poem, *The Poet's Song*, trying not to show my own impressions as I read. But I never could get beyond the line,

"And waves of shadow went over the wheat,"

without a thrill of pleasure communicating itself to the whole class. Then, as I would proceed, hands would be raised at each effective line, descriptive of the power of the song on the "wild swan," "the lark," "the swallow," "the snake." And then, perhaps, would come my disappointment if they failed to notice the strongest lines of all,

"The wild hawk stood with the down on his beak,
And stared, with his foot on the prey."

The few words present, at once, a striking image. The hawk, arrested in his savage meal, not with appetite satiated, but whetted with the first taste of blood, is lured to listen, and with head erect stands "with the down on his beak," and stares, "with his foot on the prey."

Nor will the idea in the last lines escape the attention of the more thoughtful pupils,

who see in the poet the hopeful prophet of the future.

THE POET'S SONG.

The rain had fallen, the Poet arose,
He pass'd by the town, and out of the street,
A light wind blew from the gates of the sun,
And waves of shadow went over the wheat,
And he sat him down in a lonely place,
And chanted a melody loud and sweet,
That made the wild-swan pause in her cloud,
And the lark drop down at his feet.

The swallow stopt as he hunted the bee,
The snake slipt under a spray,
The wild-hawk stood with the down on his beak,
And stared, with his foot on the prey;
And the nightingale thought "I have sung many songs,
But never a one so gay.
For he sings of what the world will be
When the years have died away."

2. As soon as a writer's place is fixed in the mind, and the writer has received individuality, let the pupil turn at once, as the main study, to the author's works. Illustrations of the literature of each period are given at the close of every chapter, but it being impossible to give more than brief specimens of each, let selections from these writers be brought from every source, best of all from a writer's own works. For instance, the lesson may be Longfellow, or Whittier, or Tennyson. Let each pupil select the poem of his choice, and having studied it well, let the reading of it, and comments upon it, be his contribution to the lesson, in addition to the assigned lesson from the text.

3. The recitation may consist wholly of the study of one piece. This, even for beginners, may be made exceedingly profitable and interesting. Take, for instance, Whittier's *Barefoot Boy*. See that each line produces a picture in the pupil's mind. Nothing should go unexplained that is not well understood. Every allusion that requires research is a help, and the more trouble the pupil has in finding the meaning, the more surely will he remember it. In this poem the interest centres in the sports of