

S. No, for on cloudy nights there is no dew. It comes only when the earth and clear sky are present.

S. Here the dewdrop is a gem of a particular kind:

I must go seek some dewdrops here,
And hang a pearl in every cowslip's ear.

—*Midsummer Night's Dream*—Act II, Scene 1.

T. Yes. Shakespeare figures the cowslips in full dress, with their jewels on; and the dewdrops are pearls.

S. Stars of morning, dewdrops, which the sun
Impearls on every leaf and every flower.

—*Milton—Paradise Lost*, V, 746.

S. Longfellow seems to have seen a lot in the tiny drop. He must have been looking very closely into one and have seen reflections which he could not fix, and which were constantly changing, for it suggested the words:

Every dewdrop and raindrop had a whole heaven within it.

—*Longfellow—Hyperion*, III, 7.

S. Yes, but I think he did not examine it in the sunlight so thoroughly as Tennyson, who noticed something very definite in it, when he said:

And every dewdrop paints a bow.

—*Tennyson—In Memoriam*, CXXI.

T. Very good. You have also noticed the prism effect of the dewdrop.

S. Here the dewdrop is described as falling to the ground:

The dewdrops in the breeze of morn,
Trembling and sparkling on the thorn,
Falls to the ground, escapes the eye,
Yet mounts on sunbeams to the sky.

—*Montgomery—A Recollection of Mary F.*

T. And the poet pictures it as prettily mounting again to the sky on a sunbeam, whence it may come down another evening.

S. Here it is figured as slipping into the sea, where it is swallowed up:

The dewdrop slips into the shining sea.

—*Edwin Arnold—Light of Asia*, VIII, last line

T. One more.

S. Dewdrops, Nature's tears which she
Sheds in her own breast for the fair which die.
The sun insists on gladness; but at night
When he is gone, poor Nature loves to weep.

—*Bailey—Festus*, Sc. *Water and Wood*, *Midnight*.

T. The poet figures Nature as a person who, in the dew-drops, sheds tears; but he is at a loss for the exact reason evidently, for in one breath the tears are figured as shed for the fair that die, and in the next for the absence of the sun. But when an inanimate object is represented as having the feelings of a sentient and emotional person, we have what people call a certain figure of speech. What name would you give to this figure?

S. Personification, I suppose, for it figures Nature as a person.

T. Very good. On a future occasion we will look out for other kinds of figures, and get the names used for them. For the pictures of the poets are known as figures of speech.

A Little Lesson on Dust.

How do we know that there is dust in the air? It is seen in rainwater, on the furniture and in floating rays of sunlight.

What produces the dust in the atmosphere? The wind, carriages and other moving objects. It consists partly of the pollen from plants. Furnaces are one source, and this is said to be the reason for the thick, murky atmosphere of London. The dust from the furnaces condenses the moisture in the air.

Volcanic eruptions are another source. Some years ago an eruption took place in Australia, and the dust from this convulsion encircled the entire globe. In some places the atmosphere was blood red, and this caused great consternation among those who thought that the end of the world was at hand. Meteors produce enormous quantities of dust in the air.

Uses of Dust.—Condenses moisture. Reflects light; if it were not for the floating particles in the air, there would be no diffusion of light. Absorbs heat, making the air warmer. It is the dust which causes the pretty colors in the sky at sunrise and at sunset, and which gives it the blue color through the day time.—*Sel.*

In Place of Scolding.

It is now fourteen years since I was visiting a school in one of the outside villages of Utah, a school taught by an Eastern girl. There were nearly one hundred pupils. At the stroke of the desk bell at opening, one child recited some devotional verses, and the whole school repeated them in concert. Then one child recited "the new verse for the week," and all repeated. As they took their books for study, they all recited the verse upon diligence in business. At the calling of the recitation they recited the verse upon striving lawfully.

At recess I was talking with the teacher and her assistant indoors, when some disturbances without caught the teacher's ear, and stepping to the open window, she said, "Who has a good verse for such an hour?" and as with one voice came the reply: "He that ruleth his own spirit is better than he that taketh a city," and quiet reigned at once.

I asked the teacher how she found time for having so much memorizing, for I had discovered that the pupils knew many whole poems and no end of "character truths."

"Why," she replied, "I only take the time I used to spend in scolding in the East. I have not scolded once in two years. When anything goes wrong I think of some verse or motto or selection that is worth memorizing. It is often appropriate, but if not, that makes no difference, and I say, 'Now is a good time for some memory work,' and we all work at it till I feel better, and they are diverted."—*N. E. Journal*.