

standard works. This need not in the least interfere with the regular school work, but may be made to supplement it in the most valuable manner.

For example, in the sixth grade of one of our large cities, during three months of the present school year, a little time was spent each day upon the study of *Évangeline*, and with great pleasure as well as profit.

Before reading the poem, the historic event upon which it was founded was carefully studied. The people, whence they had come, their way of living in their own country, their occupations, dress, morals and manners were carefully studied in the light of history. The geography of Nova Scotia having been studied from all standpoints, the reason for the Acadians having settled in that land became apparent. The story of their life and their sad separation was learned, and then the pupils were ready to live for awhile in Acadie, and to wander with *Évangeline* in search of Gabriel.

The plan of placing before the pupil a picture, and having him talk about it, and write a description of it is generally used in the lower grades of all our schools. This being the case, the boy should now be able to look, with his mind's eye, upon the beautiful pictures drawn by the wonderful pen of Longfellow, and to talk and write of them. No artist's brush nor writer's pen has ever given us a more beautiful picture than that of *Grand Pré*, at the opening of the poem.

To accomplish good work in English it is necessary that at least a paragraph should be written by each pupil daily, and for this work endless topics are furnished in *Évangeline*. For example, in the first canto, besides the picture of *Grand Pré* are descriptions of Benedict, Bellefontaine, *Évangeline*, of their home and its surroundings, as well as the childhood and youth of Gabriel and *Évangeline*. All this, talked over and written of, will improve the child's descriptive powers, increase his appreciation of beauties which are hidden from the careless reader, and, if the meaning of words used is carefully studied, greatly enlarge his vocabulary.

After pointing out a few metaphors and similes, as for example,

"The hemlocks, bearded with moss, and in garments green," and,

"Stand like Druids of eld, with voices sad and prophetic,"