

student and the greater literary works, does it *not* apply to the child and his simpler studies? *Some* understanding must come first in point of time, but too often the teacher tries to make the pupil comprehend what is beyond his grasp, and then comes the killing of enjoyment. No piece of writing should have time wasted on it in school unless it is worth the study of the mature mind. Then, the child will get some understanding and pleasure from it; the youth will see more, and enjoy more of its beauty; the fully developed mind will enter still further into the lifelong possession. And it is something to wonder at that there are people, and some of them teachers, who say, and believe, that what is not understood cannot be enjoyed. The writer remembers still her keen delight when, a child of nine or ten, she read and re-read the extract in a high school reader from DeQuincé's "Mailcoach," entitled, "A Vision of Sudden Death." And yet it was all mysterious, even irritatingly so. No questioning could have drawn from her any reason why she liked it. Yet like it she did.

Some years ago a class of girls was asked to write some account of their studies in literature during the year that was past. The utmost freedom was given them in treating the subject, and each girl, naturally, dwelt at greatest length upon the work that she had most enjoyed. The paper from which the following extracts were taken was written by a girl of fourteen, not by any means the most satisfactory student in the class, and they illustrate the point that a child may entirely miss in a poem the thought that is beyond her capacity, and yet get a genuine understanding and enjoyment of it as far as she goes. I believe many people would consider it absurd to expect a young girl to study Browning's "Saul" with any degree of sympathy or appreciation. The girl says:

"The story is about one of David's visits to Saul when he used to play, in order to drive away the evil spirit. . . . But it was not the Saul who delighted in warfare; it was not the Saul who, so brave and daring, was the chosen king of the people of Israel. No! surely this man, who was leaning on the cross-bar of the tent, and looked so utterly discouraged and despairing, could not be Saul, the king of Israel. . . . Then David took out his harp, and untwining the lilies from its chords, began to play the tune which he had so often played before to call the sheep together in the evening; this melody was one which touched not only the hearts of men, but even of animals, and Saul seemed then to have less understanding than the very lambs. Then he played the tune which draws the quails from their mates, to follow the steps of the player, and then that which makes the jerboa come out of his sand-house. All these applied first to animals, but as the poet explains, God gave to all his creatures in some degree the love and fear of the same things, and therefore the tunes which the quails, sheep and jerboas felt so keenly must have something in them for Saul. But now David ventured a step further, and played the wine-song of the reapers, which Saul must often have heard when he was only the son of Kish, and

never dreamt of being king. . . . At last David changed the air to the song of the Levites as they go up to the altar, and at the end of this he stopped, for 'here in the darkness Saul groaned,' the first sign to show that all David's efforts had not been in vain. This last must have waked in Saul a memory of those happy days which he had spent among the Levites before he had turned his heart from God."

Gems to Sweeten Life and Work.

Helpful words on the blackboard or tastefully arranged in mottoes around the schoolroom, will exert an influence for good that you do not dream of. Let them be memorized, and they will sink deep into the mind, to come out in after years, to cheer, encourage and make happy those who have stored them away in early life. They lead also to the study of literature; for pupils will not be satisfied with a line or two from an author who has written a beautiful poem. There is much in the story of his life which will help us in ours, and the pupils will soon find he has written other things that are worth reading, if not committing to memory.

Encourage every boy and girl in the school to have a motto, wisely chosen, with an honest endeavor to live up to it. Quotations that appeal most to young people are joyous and hopeful, easy to be remembered, simple enough for them to understand, but wise and stimulating enough to suit all periods of life. The following may serve as models:

To the pure all things are pure.—*Bible*.

Genius is eternal patience.—*Michael Angelo*.

A contented spirit is the sweetness of existence.—*Dickens*.

Live pure, speak truth, right wrong,
Else wherefore born?

—*Tennyson*.

There is nothing in which people betray their character more than in what they find to laugh at.—*Goethe*.

Good manners is surface Christianity.—*Holmes*.

When we climb to heaven, 'tis on the rounds of love to men.—*Whittier*.

To have joy one must share it.

Happiness was born a twin.

—*Byron*.

Believe me, the talent of success is nothing more than doing what you can do well; and doing well whatever you do,—without a thought of fame.—*Longfellow*.

So nigh is grandeur to our dust,

So near is God to man,

When duty whispers low, "Thou must,"

The youth replies, "I can."

—*Emerson*.

Do thou thy words, thy tones, thy looks control;
Soft clay are these, yet they shall build thy soul.

—*Frederick Langbride*.

Ask of the trees themselves how they should be treated, and they will teach you more than can be learned from books.—*Pfeil*.