

We spent three months on Roman history. The first thing we did was to learn "The Prophecy of Capys." A certain number of stanzas were put on the blackboard every day, and those pupils who did not own Macaulay's "Lays" copied them into blank-books. Miss Thompson read aloud a book which covered the period of the seven kings of Rome. When we could recite, with more or less accuracy, every word of the "Prophecy," she told us that almost every important event in the history we were about to study was alluded to in that poem. Some of the allusions we were able to explain at once from what we had learned from her reading, and as we went on with our study we fixed each event in the "Prophecy."

Every day of that three months we learned two or three stanzas of the "Lays" until we knew the whole of "The Battle of Lake Regillus" and "Virginia." Ten years afterward I knew every word of all three, and to-day I can remember the greater part of the poems, and several of my classmates have told me that they find themselves invariably referring the allusions to Roman history and Roman customs which they find in their general reading, to the stirring poetry which they learned in their school days.

We read the whole of Shakespeare's "Coriolanus," some of it aloud, in the class, and the rest at home. We read Antony and Cleopatra, in part, and Miss Thompson gave us such a lecture on purity of mind, and the art of enjoying literary masterpieces without hunting for dirt or thinking about dirt, that I do not remember one bit of talk among the girls concerning the parts of that play to which many teachers would object. Of course, for the boys I cannot answer, except thus far, I know that of the thirteen boys who were members of that class, twelve, to-day, are men of singularly upright, pure lives, men who stand for all that is good in politics and social improvement in the communities in which they live.

We read the whole of "Julius Cæsar." I think we prepared for the reading, especially, and tried to do it with some elocutionary effect.

When we studied about the long struggle of the Plebeians for political recognition. I think that the simple fact of our knowing "Virginia," and having, as it were, almost within our own experience, a concrete example of the wrongs which the Plebeians endured, made the whole