

hate to be the last man on earth to die." "Why?" I asked. "Because there would be no one to bury me," he answered. Strange child! What made him think of that?

My school was not all sunshine, for each cup must have its bitter, but, oh! there was so much of true happiness there with those children that I turn back to it now with real pleasure.

I have kept trace of many of my little band. They are men and women now, some in high positions, and the world yields to them grateful homage; some have little homes in which they are content to rule; some have gone to Nellie's home, and one has gone down the road which leads to crime. Joy and sadness both linger in my heart when I think of the past. Just now a little white-robed fairy came in and said, "Grandmamma, rock me to sleep." She has reminded me that these happy days are long since past. She puts up her chubby hand and pats my hair, now threaded with gray, and coaxingly asks for grandma to tell her about how she used to teach school long time ago.

DELLAH.

RECITATIONS.

The work of the schoolroom depends almost entirely upon the recitations. The ability of the pupil to do, and of the teacher to bear and forbear, is here fully tested.

Thorough preparation on the part of both teacher and pupil, is necessary for success in the recitation of any lesson. A judicious teacher thinks as much of preparing a lesson, as his pupils do. There must first be a general preparation, on the part of the teacher, or a thorough knowledge of the subject matter to be taught, and second a special preparation, in which the teacher as far as possible must study the wants of each pupil, and the best method of assisting him. He should put himself in his pupils place, anticipate his difficulties, and be prepared to help

him through them. Careful preparation by each teacher would greatly improve our common schools.

That the pupil may be prepared for the recitation, he must first be taught how to study. The first step in this work is gained by means of oral lessons on familiar objects; in these lessons as in all others it should be the aim of the teacher to cultivate the apprehensive powers. The pupil may be said to know how to study, when he is able to give undivided attention; to concentrate his mind upon the subject under consideration; to discriminate the true from the false, and can retain all. So much depends upon attention, that the other faculties are almost lost without it. Let some teacher substitute the faculty of memory for all others—which must not be. The ideas or reason, should be taught rather than words. The second step is to cultivate his imagination or reasoning powers, after which the text book may be placed in his hand.

After a thorough preparation the pupil is ready to recite; but it would be well to observe the following cautions: let the teacher see that all movements of the classes be made quickly and quietly, for order is indispensable; the teacher should speak in a medium key; he should not talk too much, but be ready to answer any question or make any explanation, that is required by the class. Open the recitation with brief questions on the preceding lesson; require the class to recite the present lesson topically, giving each pupil a chance. An advanced class should sit during recitation, except while speaking.

With few exceptions the text book should not be used in class. As far as possible all necessary apparatus should be used, especially blackboard. The regular lesson should be critically examined, and its subject kept definitely before the mind. Master each subject before passing to another.

In assigning new lessons it is better to favor the average student, or the majority of the class. After a thorough drill dis-