

of your class. You will, possibly, have to leave out a good deal that you yourself enjoy, for you cannot force enjoyment upon others. And note what Professor Woodbury says of the difficulty of the poem.

What is the minimum acquirement to be expected of a High School class? **A firm grasp of the story.** The questions in Appendix v. sections one and two, will be of assistance; or it may be necessary to put simpler questions. Some readers are very lazy about getting the incidents of a plot clear, and in order Try to get them to see that in grasping the incidents, and realizing how one depends upon another to make up the whole thread, or set of threads, in a story, they are gaining a certain power that will be of increasing use and pleasure.

Some appreciation of the sound of the poetry—of beautiful phrases, lines, and paragraphs; of the suiting of sound to sense. Unfortunately, through our neglect of good poetry in the lower grades of school, many children lose the keen enjoyment of rhyme, metre, and beautiful phrasing, so noticeable when they are little, and come to the formal study of great poems with ears dulled to their beauty. Then, very often, the reading is left to be a matter for the eye alone, and so a world of delight is never entered. Draw the attention to beautiful passages, and ask the students to pick out single lines or phrases that please them. Follow the advice on page xxvii. "The power to read verse," etc.

Appreciation of the beauty and suggestiveness of the imagery. "The Princess" is particularly rich in imagery and in pictorial passages, and these are often combined, as in,

(a). "All her thoughts as fair within her eyes,
As bottom agates seen to wave and float,
In crystal currents of clear morning seas."

(b). "light
As flies the shadow of a bird, she fled."

Of rather special interest are the images used in describing the Princess. Collect them, and compare her father's words,

"All she is and does, is awful."

Do the images suggest this quality of awfulness? Compare the imagery used in the description of Melissa, and of the girls seen together, e. g.

"as flies
A troop of snowy doves athwart the dusk."

Set the pupils to picking out passages from which pictures could be painted, e. g., The lines about Psyche and her "arrow-wounded fawn." II, 251; and lines whose sound suggests the sense, as:

- (a). "To plunge in cataract, shattering on black blocks."
- (b). "the splash and stir
Of fountains spouted up and showering down."
- (c). "And murmuring of innumerable bees."

Connected with this study of the imagery and pictorial passages is the poet's way of reckoning time. How old was Psyche's child? How long did the Prince pace the terrace? Compare the three statements:

- 1. Within a fortnight.
- 2. Before the new moon became full.
- 3. "Ere the silver sickle of that month became her golden shield."

What is gained by stating the time in the third way?

In proportion to the ability of the class, and the time at your disposal, you will take up some study of the characters, and some discussion of the arguments. The suggestions for this in the introduction are excellent. But whatever lines of study you follow, keep steadily before you Professor Woodbury's concluding counsel.

"It will matter little whether a student has garnered a good deal of curious and interesting knowledge about matters spoken of in the poem; but if he has come to like and value ten lines of it only, that is the real gain, for they will be a standard of literature with him, a vital standard which has passed within and become part and parcel of his tastes."

BATHING HABITS OF BIRDS AND BEASTS.

Pigeons, larks and cockatoos like their bath in the rain. Game birds and poultry take dust baths. The common sparrow likes a dry shampoo in the dust and a plunge bath in the water. Reptiles soak themselves; elephants daub their calves with mud, then wash it off. Rhinoceroses, buffaloes, dogs, bears and tigers like to wallow; the equine tribe favor a roll in the sand; cats, mice and their respective relatives lick themselves clean; bats lick and scratch, and it is said that the continual scratching of monkeys is not so much in the search of parasites as a kind of self-currying.