

"Sight" Passages

A LESSON IN LITERATURE.

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THERE are times during the school year, as for example at the opening of the term, when pupils have no text-books in literature, and the teacher is perhaps at a loss to know how to "put in" the lesson period. On such occasions it is sometimes advisable to study with the class some passage in poetry that is not contained in a text-book. As a matter of fact the pupil is likely to be more interested in a poem which is developed in this way than in one which he sees before him on the printed page.

Let us suppose then that it is the first day of the term and that you wish to provide a lesson of this sort for your class. Your first problem will be the choice of a suitable selection. In the case of classes preparing for examinations it is generally possible to select one of the prescribed poems, but in junior classes you may choose what you please. If you have several lesson periods to provide for, you may prefer to take a longer story such as *King Robert of Sicily*, and read a part of it each day; but for a single period you must choose a short poem which you can complete in one lesson. The poem too must be of sufficient difficulty to challenge effort on the part of the pupils and must contain a concrete element which will hold the interest. With a lower school class such poems as the following are likely to answer these conditions:

Browning.....	<i>Boot and Saddle.</i>
Longfellow.....	<i>Excelsior.</i>
Bryant.....	<i>The Crowded Street.</i>
Macaulay.....	<i>Epitaph on a Jacobite.</i>
Longfellow.....	<i>The Warden of the Cinque Ports.</i>
Whittier.....	<i>Skipper Ireson's Ride.</i>
Wordsworth.....	<i>Reverie of Poor Susan.</i>
Browning.....	<i>The Patriot.</i>
Longfellow.....	<i>The Old Clock on the Stairs.</i>
Mrs. Browning.....	<i>A Musical Instrument.</i>
Whittier.....	<i>The Gift of Tritemius.</i>

The method which you follow in the study of the poem will depend upon its length and difficulty. In the case of a poem such as *Skipper Ireson's Ride*, where the story is simple, you may find it best to read the whole poem, and then question the class, to test whether they