

Shine out little head sunning over with curls
To the flowers, and be their sun."

Maud does come hither, but she is closely watched and followed by her brother, between whom and her lover a quarrel arises. Blows are struck. The lover flees to a foreign land. As he walks along the shore thinking of what happened his attention is attracted by a "lovely shell, small and pure as a pearl." He thinks of himself and of his life as shipwrecked. The teacher who can arouse the sympathy of her class for Maud and her lover will fill them with a desire to read the longer poem "Maud."

I have tried to show how the teacher may introduce a poem so as to prepare the class to study it. In the four poems that I have mentioned the work devolves very largely upon the teacher. Such poems as "The Charge of the Light Brigade," "The Battle of Marston Moore," "The Landing of the Pilgrims," "The Burial of Sir John Moore," afford excellent opportunities for the pupils to participate to a much larger degree in the introduction to the lesson. You may say that it is history and not literature to tell the story of wars and battles; but it adds human interest to the lesson to know these things, and knowledge gives the pupil an intellectual increment that cannot be overlooked.

I have emphasized the fact that the teacher must enjoy the literature lesson and that she must prepare the mind of the pupil to receive it. Now the poem is to be

taught. The teacher asks herself, "What am I to do with this poem?" "What do I expect my class to get out of this literature period?" To answer these questions the teacher must know why she is teaching literature. We all agree that we teach literature for two purposes: To give the pupils the story the selection tells, or the moral it inculcates, or the lesson that it teaches; and secondly, to give the pupils an appreciation of the form and the style. To accomplish the former, it is necessary to interpret obscure passages, to explain allusions, to make explicit what is merely implied, to give meanings of strange words, and to expound references—literary and otherwise. Readers are not in a position to appreciate and really to delight in the art and beauty of the authors mode of expression until they have insight into what he desires to convey to them.

The teacher then tries to discover what it is the author desires to convey by the poem, and having decided, proceeds to help the class to receive or gives to the class that impression. I have found it helpful in getting student teachers to see the chief thought which the author has in mind to say to them that a poet does not sit down and idly write verses; he has some definite object in view, to perpetuate the memory and the achievements of the glorious dead, to teach some important truth, to describe some beautiful scenery; then to get them to ask themselves this question. Why was this poem written?

(To be continued)

ENGLISH LITERATURE IN THE GRADES

Grade I.

A SLUMBER SONG.

Sleep, baby, sleep,
Thy father is tending the sheep;
Thy mother is shaking the dreamland tree,
And down comes a little dream on thee.
Sleep, baby, sleep.

Sleep, baby, sleep,
The large stars are the sheep;
The little stars are the lambs, I guess,
And the bright moon is the shepherdess,
Sleep, baby, sleep.

Sleep, baby, sleep,
Our Saviour loves His sheep;
He is the Lamb of God on high,
Who for our sakes came down to die,
Sleep, baby, sleep.

—From the German by Caroline Southey.

I. Preparation.

Do you ever help your mother by singing the baby to sleep? What song do you sing? Would you like to know a new one? This one is called "A Slumber Song." Slumber is another word for sleep.

II. Presentation.

The teacher should quote the poem in a soft, pleasing voice.

III. Analysis.

What is the baby's father doing? What does the mother say she is doing? What comes out of the "dream-land tree" for the baby? Is that not a pretty picture?

What does a shepherd do? Is the baby's father a shepherd? How do you know? A lady shepherd is called a shepherdess. Who can tell us of the picture in the second stanza?

Who are "our Saviour's sheep?" Whom does He love?

The teacher should give several repetitions of the poem by asking the individual pupil which part he likes best.

IV. Correlation.

This poem has been set to music and is a charming song for little folks.

Grade II.

LADY MOON.

"I love the moon and the moon loves me;
God bless the moon and God bless me."—Old Song.
Lady Moon, Lady Moon, where are you roving?
Over the sea,
Lady Moon, Lady Moon, whom are you loving?
All that love me.