

Oh, I see why he calls; in the stubble there,
Hides his plump little wife and babies fair,
So contented is he and so proud of the same,
That he wants all the world to know his name.
"Bob White! Bob White! Bob White!"
—Selected.

AIM.—To lead the pupils to appreciate the poetic description of this common bird and to enjoy the humor in the last two stanzas.

INTRODUCTION.—Informal conversation between teacher and pupils concerning Bob White, appearance, habits and song from which his name is derived, etc.

PRESENTATION.—Teacher should read this poem to the class. It will be well to have it written on the board.

DISCUSSION OF POEM.—What line in the first stanza tells of Bob White's appearance? What does 'speckled' mean? What does this stanza tell of his habits? What does 'zig-zag rails' mean? What do we call that sort of fence? What does 'remote' mean? What time of day does he sing? What time in the year?

Read second stanza silently. What does 'hailing' mean? 'Blithe'? 'Amber'? What does the poet think he is doing in second stanza?

Read third stanza silently. Why does he call 'Bob White'? What does 'stubble' mean? 'Plump'? 'Contented'?

CORRELATION.—While the class is memorizing the poem the bird may be studied in nature study. It might also be of interest to have the children look for other word interpretations of birds' songs, such as "Old Tom Peabody-peabody-peabody" for the song Sparrow's call.

Grade V.

THE FLOWER OF THE THISTLE.

I'm a queen of pride and splendor,
Throne and purple lack not I;
Never yet I made surrender,
Foe and lover I defy!

Never shall the red-mouthed cattle
Crop me like the simple grass;
Arms presented I give battle,
If a step too near they pass.

Yet I've friends to make me merry;
I have bribes to win the bee;
My fine bird, the wild canary,
Tips his jaunty cap to me.

In the autumn I go sailing,
Up, and out of sight of men,
Till the lazy zephyr falling,
Lets me down to earth again.

I'm a queen of pride and splendor,
Throne and purple lack not I;
You may call me wild, untender,
You may praise or pass me by.

—Edith Thomas.

AIM.—To guide the children to appreciate poetic description of so common a plant as the thistle.

INTRODUCTION.—The teacher should begin the lessons by discussing the thistle. The lesson will be more worth while if the teacher has a plant to show the class.

PRESENTATION.—When the class are interested in the thistle the teacher should read the whole poem in a pleasant vivacious manner.

DISCUSSION OF THE POEM.—Read first stanza silently. What is the thistle's throne? Why does she mention 'purple' as proof that she is a 'queen'? What does 'surrender' mean? 'Defy'? What does the thistle mean by saying she has never surrendered to lover or foe? Why do the cattle not eat the thistle? What does 'crop' mean? 'arms presented'? Who can think of a more common way to express the idea 'I give battle'? What do two last lines mean?

Read the third stanza. Who can put the stanza in his own words? What are the 'bribes' which win the bee? What is the wild canary sometimes called? Who will put the picture of the fourth stanza in his own words?

Read the last stanza. How does the thistle feel about what folks say about her? Does this add to her claim of being a queen?

CORRELATION.—The thistle may be studied in nature lessons at the time this poem is being studied. In this way the interest in one lesson may supplement the other.

Grade VI.

PIPPA'S SONG.

From Pippa Passes.
The year's at the spring
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven—
All's right with the world!

—Robert Browning.

AIM.—To guide the pupils to enjoy the beauty of this matchless lyric.

INTRODUCTION.—The teacher should tell part of the story, at least, of "Pippa Passes." Pippa was a little Italian girl who worked in a silk factory. She had but one holiday a year. This is the song that she sang on the morning of her one holiday.

PRESENTATION.—The teacher should quote this short poem to the class in a sympathetic happy manner. Little discussion will be needed to understand it.

CORRELATION.—This poem may be correlated with some of the songs from Shakespeare's plays—"Where the Bee Sucks," "Hark! Hark! the Lark!" and others.

Grade VII.

THE LOVE OF NATURE.

There is a pleasure in the pathless woods,
There is a rapture on the lonely shore,
There is society where none intrudes,
By the deep sea, and music in its roar;
I love not the less, but nature more,
From these our interviews, in which I steal
From all I may be, or have been before,
To mingle with the universe, and feel
What I can ne'er express, yet cannot all conceal.

—Lord Byron.