

fourth line? Where will they find their home? To what does he compare the sailors? Does the ship seem glad to slip her moorings? (Aft, means behind).

Read the third stanza. Who can describe the picture in the third stanza? What does "stout vessel and crew" mean? Where does he want to spend his life? Do you think most sailors feel this way? Why are they so enthusiastic about the sea? Let us think of all the reasons we can. Why do people who are accustomed to live on land feel glad when they return from an ocean voyage?

### III. Correlation.

It will be interesting to encourage the pupils to search for other sea poems which they enjoy. There are many poems telling thrilling sea stories and battles. Some of these may be included in the pupil's memory books.

#### Grade VII.

##### THE CHAMBERED NAUTILUS.

(Oliver Wendell Holmes—N. B. Reader, p. 258).

#### I. Presentation.

The teacher should read this poem to the class before assigning it in order to arouse their appreciation of its beauty.

#### II. Preparation.

The pupil should then read the poem, making a list of points to be looked up, i. e. references which are not understood, new words, etc., to guide them in the study.

#### III. Analysis of Poem.

What is the nautilus? (The name "nautilus" or sailor was given to the eight-armed cuttlefish because of its habit of floating on the surface of the water). What is the story which "poet feign" about the nautilus? (It was thought by the ancient Greeks that the nautilus used its expanded arms as sails, since it floated on the surface and the remaining arms as oars, to propel it along). This "venturous bark?" "Siren?" (Greek diety, which was supposed to lure sailors upon the rocks by their beautiful singing. The same legend existed about the German Lorelie. Look up the story of Adyesus, who came near the home of these dangerous women during his wanderings and filled his sailors' ears with wax so that they would not be enchanted by the music while he himself was lashed securely to a mast). What more common word can be used instead of sea-maids? (Mermaids) Who will give us the picture in the first stanza?

Read second stanza. In what condition did Holmes find the shell? In your own words tell the incident which led to the writing of this poem? (Holmes, walking on sea shore one day, picked up a broken shell of a nautilus). Why does he call it a "ship of pearl?" What is meant by "its webs of living gauze no more unfurl?" What is meant by "every chambered cell lies revealed?" (Nautilus building a new cell for itself each year left the

one formerly occupied. The opening between the two cells was closed). Why does Holmes describe its life as "dim and dreaming?" Why describe the top of the inside as "irised?" What is a crypt? Why is it used here? Who will put the second stanza in his own words?

Read third stanza. Who can give the picture of this stanza? What different words does he use referring to shell? Why does he call the opening into the old cell "an idle door?"

Read the fourth and fifth stanzas silently. What do second and third lines of the fourth mean? Who was Triton? (Triton was a Greek sea-god who lived with his parents in a golden palace at the bottom of the sea. Triton blew upon a large sea-shell to calm or arouse the waves). How is the fifth stanza referred to in the fourth? How will the soul build itself "more stately mansions?" Why does the poet speak of the past as "low-vaulted?" How does he want each new temple to compare with the old? Tell the thought which Holmes gained from looking at this broken shell.

#### IV. Oral Reading.

The teacher should ask several members of the class to read this poem orally to be assured that it is thoroughly understood and appreciated. The pupils should memorize this. Do not fail to draw the pupils' attention to the fact that this poem was written by same poet as "The Last Leaf."

#### Grade VIII.

##### FOR A' THAT.

Is there, for honest poverty,  
That hangs his head, and a' that?  
The coward slave, we pass him by,  
We dare be poor for a' that!  
For a' that, and a' that,  
Our toils obscure, and a' that;  
The rank is but the guinea's stamp,  
The man's the gowd for a' that.

What though on hamely fare we dine,  
Wear hoddin gray, and a' that;  
A man's a man for a' that;  
Gie fools their silks, and knaves their wine,  
For a' that, and a' that,  
For a' that, and a' that,  
Their tinsel show, and a' that;  
Their tinsel show, and a' that;  
The honest man, though e'er sae poor,  
Is king o' men for a' that!

Ye see yon birkie ca'd a lord,  
Wha struts, and stares, and a' that;  
Though hundreds worship at his word,  
He's but a coof for a' that;  
For a' that, and a' that,  
His riband, star, and a' that,  
The man of independent mind,  
He looks and laughs at a' that.

A prince can make a belted knight,  
A marquis, duke, and a' that;  
But an honest man's aboon his might,  
Guid faith he maunna fa' that!  
For a' that, and a' that,  
Their dignities, and a' that,  
The pith o' sense, and pride o' worth,  
Are higher rank than a' that.