

Who can tell about the next picture? What does "plotting" mean?

Read the next two stanzas silently. Who can tell about the little girls entering the room? What do we mean by "raid?" The teacher should then tell the class about a castle with its high walls to keep out enemies and its watch towers, dungeons, etc., calling attention to Longfellow's reference to his castle, unguarded doors, turret, tower, etc.

The teacher should read the next stanza and then tell of the cruel Bishop of Bingen.

Read the next three stanzas silently. What do you suppose the poet means by these verses?

Banditti, plural of bandit, a robber. What does "scaled" mean? Help the children to work out the meaning of these stanzas without too much attention to details of construction.

IV. Oral Reading.

The poem should be read by the class to insure the correct interpretation. Then it may be memorized by all.

V. Correlation.

The poem may be given by one of the pupils during the Friday afternoon programme.

* Copied from footnote p. 232. Page, Curtis Hibben, Chief American Poets.

Grade V.

THE PATRIOTIC DEAD.

How sleep the brave, who sink to rest
By all their country's wishes blest!
When Spring, with dewy fingers cold,
Returns to deck their hallowed mould,
She there shall dress a sweeter sod,
Than Fancy's feet have ever trod.

By fairy hands their knell is rung,
By forms unseen their dirge is sung,
There Honour, comes, a pilgrim gray,
To bless the turf that wraps their clay;
And Freedom shall awhile repair
To dwell a weeping hermit there.

—William Collins.

I. Preparation.

The teacher's aim in taking up this poem is to impress upon the children the nobility of dying for one's country and the honour due to one who dies such a death. Some discussion of the reason why our Boys who went so nobly to fight in the late war, what their sacrifice bought for us and our gratitude to them, should be brought out before this poem is taken up.

II. Presentation.

The teacher should read this poem with finest enthusiasm to inspire the pupils to appreciate the nobleness of the idea expressed. This poem may be taken up without preparation on the part of the students. It frequently happens that too detailed study kills the spirit of

appreciation. Care should be taken to guard against this, here.

Who are referred to as the "brave?" Do the first two lines mean that they are going to sleep for the night? Why are these men "blest" by their "country's wishes?" From the first two lines can you tell the poet thought about dying for one's country? What is meant by "hallowed mould?" What do the lines, "When Spring, with dewy fingers cold, Returns to deck their hallowed mould" mean? Why does the author say that Spring's fingers are "dewy" and "cold"? Why is this a "sweeter sod?" How will Spring "dress" this place? What word is more commonly used than "Fancy" to express the same idea? The teacher must aim to bring out the poet's idea that the very earth honors the soldier's sacrifice.

What is a "knell?" What bells do you suppose the poet thinks the fairies use? What is a "dirge?" Why does "Honour" come to the soldier's grave? Why is "Honour" called a "pilgrim gray?" Why does "Freedom" come to the soldier's grave? What does "repair" mean? What is a "hermit?" Why will Freedom stay there alone and weep?

Who will put in his own words the poet's idea in this poem?

IV Oral Reading and Memorizing.

The members of the class should read this poem orally to assure the teacher that they have appreciated the nobility of the sentiment expressed in this poem. The poem should be memorized.

V. Correlation.

The study of this poem can well be correlated with study of two modern poems of great value and infinite significance to us: Rupert Brooke's "The Soldier" and MacCrae's "In Flanders Fields." This last will lead to a discussion which may well follow the study of the assigned poem, dealing with the necessity and obligation of living nobly for one's country. This may be introduced in the Civics lesson or during opening exercise, while this poem is still fresh in the minds of the pupils.

Grade VI.

HELVELLYN.

Sir Walter Scott.

(N. B. Reader, p. 99; N. S. Reader.)

I. Preparation.

Early in the spring of 1805 a young man who was fond of taking long walks by himself lost his way on Mt. Helvellyn. He died from exposure during a storm. When his body was discovered three months later they found his terrier dog guarding the remains. This dog had been his constant companion in his lonely ramblings through Cumberland and Westmoreland.