

would the wind do to the leaves? What does "the sun and moonshine glance in" mean? Would you like to be a tree?

Oh-no! He has changed his wish. Who will tell us about this new wish? Why does he want to be a bird? What does he mean by "ask no leave?" How long would he fly about? Why does he go back on his third wish? What does he like best?

#### IV. Memorizing.

Children may choose their favorite stanza and read it. The teacher should ask several to read the whole poem. She may then make scheme for memorizing such as primrose, elm-tree, robin, home. Some fairy tales, etc., with "wishing" as the main point in the story may well be given here.

#### Grade V.

##### AT SEA.

A wet sheet and a flowing sea,  
A wind that follows fast,  
And fills the white and rusting sail  
And bends the gallant mast;  
And bends the gallant mast, my boys,  
While like the eagle free  
Away the good ship flies, and leaves  
Old England on the lee.

Oh, for a soft and gentle wind,  
I heard a fair one cry;  
But give to me a snoring breeze  
And white waves heaving high;  
And white waves heaving high, my lads,  
The good ship tight and free;  
The world of waters is our home  
And merry men are we.

There's tempest in yon horned moon,  
And lightning in yon cloud;  
But hark the music, warriors!  
The wind is piping loud;  
The wind is piping loud, my boys,  
The lightning flashes free,  
While the hollow oak our palace is,  
Our heritage the sea.

—Allan Cunningham.

#### I. Presentation.

We are to study today a poem describing a sailor's love for the sea. The teacher should then read the poem with stirring enthusiasm to express the sailor's love for a boisterous sea, showing his derision for the "soft and gentle breeze" at the beginning of the second stanza.

#### II. Analysis of Poem.

Read the first stanza silently.

What does the author mean by "a wet sheet?" A "flowing sea?" What kind of a wind does he hope for? Why does he describe the "mast" as "gallant?" What effect will this wind have?

Read the second stanza silently.

Do you suppose "a fair one" refers to a man or a woman? Did the sailor approve of this woman's wish? What does he mean by "the good ship tight and free?" Who can tell us what the sailor wishes for in this stanza?

Read the third stanza.

What does the sky foretell? Why does he speak of the "horned moon?" Who can tell of this weather sign? What is meant by the "hollow oak our palace is?" What is meant by "our heritage the sea?"

Care must be taken not to analyze such a poem in such complete detail as to kill the interest and enthusiasm. It is better to err on the side of too little than too complete, in such a case.

#### III. Oral Reading.

The teacher should call on volunteers to read this poem. Emphasis should immediately be put upon enthusiastic interpretation. Each individual should read the whole poem, the rest of the class listening, but not looking at the board. The poem will be memorized with little difficulty.

#### IV. Correlation.

This poem should be added to the pupil's memory book and may be illustrated by a sea picture. Other sea poems which the pupils enjoy may be added.

#### Grade VI.

##### A LIFE ON THE OCEAN WAVE.

A life on the ocean wave,  
A home on the rolling deep,  
Where the scattered waters rave,  
And the winds their revels keep!  
Like an eagle caged, I pine  
On this dull, unchanging shore;  
Oh! give me the flashing brine,  
The spray and the tempest's roar!

Once more on the deck I stand  
Of my own swift-gliding craft;  
Set sail! farewell to the land!  
The gale follows fair abaft.  
We shoot through the sparkling foam  
Like an ocean-bird set free;  
Like the ocean-bird, our home  
We'll find far out on the sea.

The land is no longer in view,  
The clouds have begun to frown,  
But with a stout vessel and crew,  
We'll say, Let the storm come down!  
And the song of our heart shall be,  
While the winds and waters rave,  
A home on the rolling sea!  
A life on the ocean wave!

—Epes Sargent.

#### I. Presentation.

The spirit of this poem is so contagious and its form is so simple it will be unnecessary to allow a study period for preparation. The teacher should read the poem that the students may feel the enthusiasm which thrills the poet.

#### II. Analysis of Poem.

Read the first stanza silently. Where does this man want to live? What are "revels?" How does he feel when on shore? Why does he feel this way? Do people that always stay "on shore" find it dull and unchanging? What excitement does he wish?

Read second stanza. What does he refer to as "swift gliding craft?" What kind of vessel does he have? How can you tell? What is the meaning of the