

III. Analysis.

Why does the poet wish to be in England? What is the "elm-tree bole?" What is meant by "the lowest boughs and brushwood sheaf?" "Round the elm-tree bole?" What has happened to the elm-tree? How does the person feel at seeing this? What is a chaffinch? What is a white-throat? Where is the pear-tree? What does it "scatter on the clover?" Where is the thrush? Why is the thrush "wise?" Many poets have written about the thrush. Mr. William Lyon Phelps speaking of this says: "Many had observed that the thrush sings a lilt, and immediately repeats it, but Browning was the first to give a pretty reason for it. The thrush seems to say, 'You think that beautiful melody is an accident? Well, I will show you it is no fluke, I will sing it correctly right over again.'"

What word-picture does he use to describe the thrush's song? What does "hoary" mean? How does he describe the fields covered with dew? What will happen when the sun shines warmly? What does he say the "butter-cups" are? What does "dower" mean? Why say that buttercups are a "dower?" To what does he compare the buttercup? What word shows his prejudice for the buttercup?

IV. Correlation.

This poem should be memorized and the pupils should be encouraged to search for other poems expressing the love of country through love of its natural beauties. The pupils should be encouraged especially to search for this among our Canadian poets.

PRIMARY EDUCATION

READING

When the child enters Grade II. he is able to read with considerable facility. He takes great pleasure in reading independently of the teacher. In general he is able to progress rapidly if he does not have to cope with too many difficulties at once. He also should have access to a number of easy first readers. Besides the prescribed readers four or five other first and second readers should be read by the stronger pupils.

A lesson that is to be studied should be assigned as a whole. Interest is killed by studying pieces of the lesson. The difficult words should be reviewed and new words taken up with the class from wall cards or blackboard. Sight drill and phonetics should still be continued.

A short, enthusiastic, informal discussion should precede the oral reading of a lesson. The story should be discussed as a whole, perhaps told by one of the pupils, the characters should be discussed. In this dis-

cussion pronunciation, meaning and use of words may be taught.

This discussion may be immediately followed by the oral reading, or it may be left to the next reading lesson. Care should be taken to encourage the children to read fluently and some attempt should be made to create the audience situation.

A second purpose which the teacher must make reading serve is to train the pupil to use a book intelligently by himself, "to master the thought independently and quickly." Much exercise in silently reading should be given. Various schemes are used for this. The most common is to encourage the children to read a story which the teacher has purposely left incomplete. Sometimes short stories are assigned to individual pupils who are delegated to tell them to the class. Written directions for a game are given and those who understand what they read silently are allowed to play.

The pupil will need to be guided in his study by the teacher. A commonly used device is to write a list of questions on the board to guide the pupil. Make a list of need words. Make a list of the people in the story? Whom do you like best? Why? Make a list of the places in the story? etc., etc.

Grade II. children enjoy dramatizing their reading lessons, memory verses or stories which have been told them. With the teacher's aid and a few simple attempts at costuming, a very pleasant Friday afternoon entertainment can be prepared.

(To be Continued)

RURAL HOME ECONOMICS

For any teacher needing a sample apron pattern, No. 1637, Ladies Home Journal pattern will suit their needs admirably as it is easily made.

The eighth problem dealt with in the sewing course is patching—a most useful and instructive lesson. The girls may bring garments from home which need patching, in this way making the lesson much more effective. Clothing and Health, page 172, gives good suggestions for a hemmed patch. The principle in this is matching of materials in design and texture.

The ninth and last problem is a Kimona Night Dress. A commercial or drafted pattern may be used. It is better to draft a pattern, as the girls vary so much in size. Any teacher who cannot draft a pattern may receive detailed instructions by writing to the Normal School, Home Economics Department.

The principles are somewhat different than those on the apron. A French seam is used and this may be done by hand if a machine cannot be had, or if the girls haven't machines at home.

The girls may be allowed to use their originality in finishing the neck and sleeves, and this will prove most