

The foolish fears of what might happen,—
I cast them all away
Among the clover-scented grass,
Among the new-mown hay,
Among the husking of the corn
Where drowsy poppies nod,
Where ill thoughts die and good are born,—
Out in the fields with God.

—Elizabeth Barrett Browning.

I. Preparation.

This lesson should be introduced by a conversation about the beauties of nature and the pleasure one finds in walking through the woods and open fields. Favorite walks, etc., may serve as an opening for the subject.

II. Presentation.

The teacher should read this poem with pose and enthusiasm to interpret for the pupils the restfulness and freedom gained by a true nature lover's enjoyment of nature.

III. Analysis.

This poem needs little analysis. The word pictures should be noted "winds at play," "rustling trees," "clover-scented grass," "husking corn," "drowsy poppies."

The last two lines should be especially emphasized since they contain the idea of the whole poem.

IV. This poem should be memorized and correlated with other poems of the love of nature, such as Byron's. There is a pleasure in the pathless woods, etc.

Grade VII.

THE DAFFODILS.

The New Brunswick Reader IV., P. 157.

William Wordsworth

I. Preparation.

This lesson should be introduced by an informal conversation on the beauties of spring, the earliest flowers, their bright coloring, the contrast to the bare austerity of winter. It will be well if the teacher have specimens of crocus, tulip and daffodil to show to the class. The fact that the daffodil grows wild in England should be mentioned. Some talk of the beautiful lake country in which Wordsworth lived should form a setting for this poem.

II. Presentation.

The teacher should read this poem before it is studied by the class. Care must be taken to instil in the pupils an appreciation of its beauty of thought and expression. Do not allow over-analysis to kill the enjoyment of the poem.

III. Analysis of Poem.

In what mood was the poet the morning he saw these daffodils? (Depressed). What cheered him? Where were the daffodils growing? Do you think the color of

the daffodils influenced the change of mood any? How does he describe the effect of the breeze on the flowers? To what does he compare this "host of daffodils?" What mood does he ascribe to the daffodils? What word-picture shows this?

What does "milky-way" mean? "Jocund?" "Margin?" Why did the poet feel compelled to change his mood?

* What treasure did he carry away with him? Did he expect to, as he "gazed?" What effect does this memory of the daffodils have upon him when he recalls it? What is a "vacant mood?" "pensive mood?" What does "solitude" mean? Can any one recall some scene clearly which you enjoyed? The pleasure of remembered, beautiful scenes should be discussed.

IV. Memorizing the Poem.

This poem should be memorized and may well be used as an Arbor Day recitation. It will be interesting to encourage the pupils to search for other poems which tell of the influence of nature on the poet's mood.

Grade VIII.

HOME THOUGHTS FROM ABROAD.

I.

Oh, to be in England now that April's there!
And whoever wakes in England sees, some morning un-
aware,
That the lowest boughs and the brushwood sheaf
Round the elm-tree bole are in tiny leaf,
While the chaffinch sings on the orchard bough
In England—now!

II.

And after April, when May follows,
And the white throat builds, and all the swallows!
Hark, where my blossomed pear-tree in the hedge
Leans to the field and scatters on the clover
Blossoms and dewdrops—at the bent spray's edge—
That's the wise thrush; he sings each song twice over,
Lest you should think he never could recapture
The first fine careless rapture!
And though the fields look rough with hoary dew,
All will be gay when noontide wakes anew
The buttercups, the little children's dower—
Far brighter than this gaudy melon-flower!

—Robert Browning.

I. Preparation.

This lesson should be introduced by some talk of patriotism, why we love the land of our birth. The patriotic enthusiasm and scorn of Scott's "Breathes there a Man" should be recalled. Reasons for love of Canada because of her natural beauties should be emphasized. The class' attention should then be drawn to this poem of Browning's written in the spring of 1838, when en route to Italy.

II. Presentation.

The teacher should read this beautiful lyric to the class before it is studied. If read with careful interpretation and enthusiasm the class can not fail to appreciate the beauty of thought and melody of expression.