

wide? Why beautiful? Why wonderful? What dress does the earth wear?

What does the child breathe? Can it be seen? What does the wind do?

What does he mean when he says "talks to itself?"

Why does the child call the earth "friendly?" Is the earth's surface all alike? What difference does he mention? What is an "isle?"

Why does the child tremble when he thinks of the earth? What can the child do that the earth cannot?

IV. Memorizing.

The poem may be read from the blackboard by a number of the pupils to assure the correct interpretation of it. It should be memorized and may serve as an Arbor Day recitation.

Grade IV.

THE BLUE BIRD.

I know the song that the bluebird is singing,
Out in the apple-tree where he is swinging.
Brave little fellow! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Hark! How the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen awhile, and you'll hear what he's saying,
Up in the apple-tree swinging and swaying:

"Dear little blossoms, down under the snow,
You must be weary of winter, I know;
Hark! while I sing you a message of cheer,
Summer is coming and spring-time is here!"

"Little white snowdrop, I pray you arise;
Bright yellow crocus, come, open your eyes;
Sweet little violets hid from the cold,
Put on your mantles of purple and gold;
Daffodils, daffodils! say, do you hear?
Summer is coming, and spring-time is here!"

—Mrs. Emily Huntington Miller.

I. Preparation.

What are some of the signs of spring? When birds begin to return then we know surely that summer is near. Who can name some of the birds which come back early? Who can tell us how to recognize a robbin? A blue-jay? Song-sparrow? Blue-bird? etc. Who can tell us some of the first flowers to come in our gardens? Who can describe a crocus? Daffodil? etc. What wild flowers come early? Who can tell about them?

II. Presentation.

The teacher may read this poem from the board. The enthusiasm and joy of spring should be shown by the reading of this poem.

III. Analysis of Poem.

Who can describe a blue-bird? Why is the blue-bird called a "brave little fellow?" To whom is the blue-bird singing? To what flowers does he call? What is meant by the violet's "mantle?" Why does he say they are "purple and gold?"

IV. Correlation.

This poem should be copied in the pupils' books of memory gems. It will be desirable to encourage them to find pictures of the blue-bird and different flowers mentioned to illustrate their books.

Grade V.

THE TREE.

I love thee when thy swelling buds appear,
And one by one their tender leaves unfold,
As if they knew that warmer suns were near,
Nor longer sought to hide from winter's cold;
And when with darker growth thy leaves are seen,
To veil from view the early robin's nest,
I love to lie beneath thy waving screen
With limbs by summer's heat and toil oppressed;
And when the autumn winds have stripped thee bare,
And round thee lies the smooth, untrodden snow,
When naught is thine that made thee once so fair,
I love to watch thy shadowy form below,
And through thy leafless arms to look above
On stars that brighter beam, when most we need their
love.

—Jones Very.

I. Preparation.

This lesson should be introduced by an informal conversation of teacher and pupils on the use of trees, why we should care for them at different seasons.

II. Presentation.

This whole poem read by the teacher in a thoughtful appreciative manner to portray the poet's love of trees.

III. Analysis of Poem.

What season is first spoken of? Where do the new leaves come from? Are the buds there in the winter? In the previous autumn? Why do the leaves fall? Who can tell us the whole story of a leaf-bud? Why does the poet say the leaves "unfold?" What does "sought" mean? What lines speak of the tree in summer? Why does he speak of "darker growth" of the leaves? Why does the poet speak of the tree's leaves as a "screen?" What additional service to others do the leaves render? Why does the poet lie under the tree?

What do the autumn winds do to the tree? What season is next mentioned? What does "naught" mean? What does the line "When naught is thine that made thee once so fair" mean? What does the next line mean? What else can he see in the winter? Why does he appreciate the stars now?

IV. Memorizing.

This poem should be memorized and may be used as an Arbor Day recitation.

Grade VI.

OUT IN THE FIELDS.

The little cares that fretted me,
I lost them yesterday
Among the fields above the sea,
Among the winds at play,
Among the lowing of the birds,
The rustling of the trees,
The humming of the bees.