

II. Presentation.

The class may read this poem to themselves after the above introduction and prepare it for recitation.

III. Analysis of Poem.

Who will describe the scene which spread out before the poet as he ascended the mountain? How do you know that it was a lonely place? What did he suddenly discover? Who was the "Pilgrim of Nature?" Who was he so called? What is meant by "Tenantless clay?" by "nor yet quite deserted?" What had the dog been doing?

To whom are the first four lines addressed? What is a "requiem?" What does "meet" mean in the fifth line of this stanza? Put the last four lines in your own words.

What is referred to in the fifth verse? Why say "When a Prince to the fate of the Peasant was yielded," meaning that he is dead? What is "tapestry?" What does "scutcheons" mean? "Lamenting?" Describe the funeral preparations for this prince? Why does the poet describe this so minutely?

What new name does Scott give this "wanderer" in the last stanza? Why was it "meeter" that the wanderer should die in the wilds of Helvellyn? What are "obsequies?" Why does Scott think that this was a more stately couch?

IV. Oral Reading.

The pupils should read this poem in thoughtful tone, being careful to express the admiration for the faithfulness of the dog in the latter part of the second stanza and part of the third, and the poet's realization of the appropriate scene of the wanderer's death. It will be well to have the students memorize this poem.

(Note.—Grades VI. and VIII. should also keep a book of memory gems. It will be well to have them write a brief account of the poet's life. By writing to the Perry Picture Co. or Elson Co., it is possible to get pictures of the poets and their homes, etc., for a cent each. Pictures depicting some fact in relation to the poet or his life greatly enhance the value of such a book to the owner. It is also interesting to encourage the pupils to search for one or two other poems by the same author which they enjoy and add them to their books. Perhaps in this way the teacher may be assisted in her search for poems which the pupils of that grade will appreciate.)

Grade VII.

THE LAST LEAF.

I saw him once before
As he passed by the door,
And again
The pavement stones resound
As he totters on the ground
With his cane.

They say that in his prime
Ere the pruning-knife of Time
Cut him down,
Not a better man was found
By the crier on his round
Through the town.

But now he walks the streets
And he looks at all he meets
Sad and wan,
And he shakes his feeble head,
That it seems as if he said,
They are gone

The mossy marbles rest
On the lips that he has prest
In their bloom,
And the names he loved to hear
Have been carved for many a year
On the tomb.

My grandmamma has said—
Poor old lady, she is dead—
That,
That he had a Roman nose
And his cheek was like a rose
In the snow.

But now his nose is thin,
And it rests upon his chin
Like a staff,
And a crook is in his back,
And a melancholy crack
In his laugh.

I know it is a sin
For me to sit and grin
At him here;
But the old three-cornered hat,
And the breeches, and all that,
Are so queer!

And if I should live to be
The last leaf upon the tree
In the spring,
Let them smile, as I do now,
At the old forsaken bough
Where I cling.

—Oliver Wendell Holmes.

I. Preparation.

This poem was suggested by the sight of a figure well known to Bostonians, in 1831 or thereabouts, that of Major Thomas Melville. He was sometimes called the "last of the cocked hats." Writing of this poem Holmes says, "the major had been a personable young man, very evidently, and retained evidence of it, which had something imposing and something odd about it for youthful eyes like mine." Holmes in his old age wrote, "I have lasted long enough to serve as an illustration of my own poem." The teacher must be careful to bring out the pathos of the poem with the humor. Many persons have loved this poem. Lincoln said the Last Leaf was "inexpressibly touching" and knew it by heart.*

II. Presentation.

The teacher may assign this poem for study although it is clear enough to be taken up first hand by