

I. Preparation.

The teacher should talk informally with the pupils about how the wind sounds at night and what it makes them think of.

II. Presentation.

This poem of Stevenson's, telling of his childish imaginings, should be quoted by the teacher. The teacher should attempt to sympathetically interpret the child's wonder and fear at the sound.

III. Analysis of Poem.

What is meant by "whenever the wind is high"? What kind of night is this? What does this boy think the wind sounds like? What time of night is it? How does the boy tell it is late? How do you think the boy felt when the sound of the wind woke him? How can you tell that the wind is blowing hard?

IV. Oral Reading and Memorizing.

The pupils will have little difficulty in memorizing the poem.

V. Correlation.

This poem may well be correlated with Eugene Field's "The Night Wind."

Grade IV.

GUESSING SONG.

Oh ho! Oh ho! Pray who can I be?
I sweep o'er the land, I scour o'er the sea;
I cuff the tall trees till they bow down their heads,
And I rock the wee birdies asleep in their beds.
Oh ho! Oh ho! And who can I be,
That sweep o'er the land and scour o'er the sea?

I rumple the breast of the gray-headed daw,
I tip the rook's tail and make him cry "caw";
But though I love fun, I'm so big and so strong,
At a puff of my breath the great ships sail along.
Oh ho! Oh ho! And who can I be,
That sweep o'er the land and sail o'er the sea?

I swing all the weather cocks this way and that,
I play hare-and-hounds with a runaway hat;
But however I wander, I never can stray,
For go where I will, I've a free right of way!
Oh ho! Oh ho! And who can I be,
That sweep o'er the land and scour o'er the sea?

I skim o'er the heather, I dance up the street,
I've foes that I laugh at, and friends that I greet;
I'm known in the country, I'm named in the town,
For all the world over extends my renown.
Oh ho! Oh ho! And who can I be,
That sweeps o'er the land and scours o'er the sea?

—Henry Johnson.

I. Presentation.

The love of riddles is strong in Grade 4. The teacher may well quote this poem with its name and so stimulate the children's interest.

II. Analysis of Poem.

The pupils may be asked to tell of the different things the wind does. What does "scour" mean? "rumple"? "daw"? What are "weather cocks"? tell their use? Where may we see one? Who can tell us of

the game "hare-and-hounds"? Why can the wind never lose his way? What is heather? What is meant by "all the world over extends my renown"? What signs of the wind's strength are shown in this poem?

III. Memorizing and Correlation.

The poem should be memorized after practice in reading orally and should be correlated with other wind poems and stories.

Grade V.

THE VOICE OF SPRING.

I come, I come! ye have called me long;
I come o'er the mountains, with light and song.
Ye may trace my step o'er the waking earth
By the winds which tell of the violet's birth,
By the primrose stars in the shadowy grass,
By the green leaves opening as I pass.

I have looked o'er the hills of the stormy North,
And the larch has hung all his tassels forth;
The fisher is out on the sunny sea,
And the reindeer bounds o'er the pastures free,
And the pine has a fringe of softer green,
And the moss looks bright where my step has been.

From the streams and founts I have loosed the chain;
They are sweeping on to the silvery main,
They are flashing down from the mountain brows,
They are flinging spray o'er the forest boughs,
They are bursting fresh from their sparry caves,
And the earth resounds with the joy of waves.

—Felicia Hemans.

I. Preparation.

The teacher should discuss with the class the signs of spring, the pleasant changes from the rigor of winter and try to awaken in them an enthusiasm for the beauty and freshness of the season.

II. Analysis of Poem.

Why does the poet speak of the "waking earth"? How do the "winds tell of the violet's birth"? What does the poet mean by the primrose "stars"? Who can describe the larch? What do we call it? What is meant by the pine's "fringe of softer green"? How does the author say the ice has melted? What is the "silvery main"? What pleasant expression has the poet used to describe her ideas? Point out as many as you can.

III. Memorizing the Poem.

The pupils should memorize the poem and be encouraged to search for other poems of spring which they enjoy.

Grade VI.

TREES

I think that I shall never see
A poem lovely as a tree.

A tree whose hungry mouth is prest
Against the earth's sweet flowing breast;

A tree that looks at God all day,
And lifts her leafy arms to pray;

A tree that may in summer wear
A nest of robins in her hair;

Upon whose bosom snow has lain;
Who intimately lives with rain.