

## THE ELM.

Hail to the elm! the brave old elm!  
 Our last lone forest tree,  
 Whose limbs outstand the lightning's brand,  
 For a brave old elm is he!

For fifteen score of full-told years  
 He has borne his leafy prime,  
 Yet he holds them well, and lives to tell  
 His tale of the olden time!

Then hail to the elm! the green-topped elm!  
 And long may his branches wave,  
 For a relic is he, the gnarl'd old tree,  
 Of the times of the good and brave.

—N. S. Dodge.

## SUGGESTIONS.

A. J. Dowling.

Every man who has in his nature a spark of sympathy with the good and beautiful, must involuntarily respond to this rhapsody of Christopher North's, in behalf of trees, the noblest and proudest drapery that sets off the figure of our fair planet. Every man's better sentiments would involuntarily lead him to cherish, respect and admire trees.

In some parts of Germany, the government makes it a duty for every landholder to plant trees in the highways, before his property; and in a few towns that we have heard of, no young bachelor can take a wife till he has planted a tree. We have not a word to say against either of these regulations.

The principle which should govern us, if we were planting the streets of rural towns, is this: Select the finest indigenous tree or trees; such as the soil and climate of the place will bring to the highest perfection.

## WHERE AND WHAT SHALL WE PLANT?

L. H. Bailey.

Home grounds first. Plant in such a manner as to screen the house somewhat from the street. Plant also so as to partially hide the barn. Cover by trees or bushes all unsightly objects, as outhouses, etc. Plant the coarser trees at the farthest points from the residence. Do not plant the trees in rows unless it is desired to have a windbreak.

The school grounds next. Nine out of ten, or even more of the school premises of the country districts are a disgrace to the community. Glaring outhouses, shameful fences, absence of attractive trees and shrubs, forbidding bareness, too often characterize the district school. No wonder that so many children have a dread of school.

The roadsides. Many country roads are worse than the school grounds. Were it not for the fact that the roadsides are usually neglected our country highways would be "things of beauty." Every landowner should have his roadsides planted. Also plant groves on barren hills and in large pastures.

Plant largely of native plants. They are cheap, hardy, vigorous, most likely to succeed under neglect. They are attractive and important. They should be preserved from the general devastation of natural forests. Plant in great variety. Every forest tree and bush is attractive when given a chance.

## TAKING UP AND SETTING OUT TREES.

W. J. Beal.

In taking up a tree, whether large or small, do not twist it about so as to break or bend the roots abruptly. Get all the roots you can afford to, remembering that a tree will not grow without roots.

When out of the ground keep the roots constantly covered with soil, moss, damp straw or something else. The roots are far more sensitive to dry air than are the parts above ground. No one need wonder that trees carted into town with short roots exposed to dry air, often fail to grow, or lead a precarious life for years. Study the structure and the physiology of a tree and treat it as one who always makes everything thrive which he cares for.

To set a tree so as to insure its thrifty growth, place it but little deeper than it was while growing. Have the soil well pulverized and pack it closely about the tree.

After all this trouble, do not court disappointment in the slow growth or in the death of a favorite tree, but dig or rake the ground every week or two, all summer for three to five years for a distance of four feet or more each way from the tree. If this is impracticable, place a mulch of something covering the space above mentioned.

Don't plant fruit or nut bearing trees in the school yard! Don't plant too many strong growers, or too large a proportion of evergreens in the cemetery! Don't plant too near the house! Don't plant too closely to the roadside! Don't expose the roots of a tree to the sun if you hope to make it thrive! Don't plant a tree in a tough sod and then leave it entirely to itself! One of the greatest mistakes in tree planting is neglect.

J. G. Whittier.

The wealth, beauty, fertility and healthfulness of the country largely depend upon the conservation of our forests and the planting of trees.

The Teachers' and Students' Library is one of the most successful books judging by the lavish manner in which the publisher, T. S. Denson of Chicago, advertises the book. It was a lucky hit, but the secret of its success lies in the fact that every page is practical and that each book sells others. It is very cheap at \$2.50.

"The object of education is to unsense the mind and unself the will."—E. E. White.

## A Public School Idyl.

Ram it in, cram it in—  
 Children's heads are hollow!  
 Slam it in, jam it in—

Still there's more to follow;  
 Hygiene and History,  
 Astronomic mystery,  
 Algebra, Histology,  
 Latin, Etymology,  
 Botany, Geometry,  
 Greek and Trigonometry—  
 Ram it in, cram it in—

Children's heads are hollow!

Rap it in, tap it in—  
 What are teachers paid for?  
 Bang it in, slap it in—

What are children made for?

Ancient Archaeology,  
 Aryan Philology,  
 Prosody, Zoology,  
 Physics, Clinicology,  
 Calculus and Mathematics,  
 Rhetoric and Hydrostatics—  
 Hoax it in, coax it in—

Children's heads are hollow!

Rub it in, club it in—  
 All there is in learning;  
 Punch it in, crunch it in—

Quench their childish yearning  
 For the field and grassy nook,  
 Meadow green and rippling brook;  
 Drive such wicked thoughts afar,  
 Teach the children that they are  
 But machines to cram it in,  
 Bang it in, slam it in—

That their heads are hollow.

Scold it in, mold it in—  
 All they can swallow;  
 Fold it in, hold it in,

Still there's more to follow!  
 Faces pinched and sad and pale,  
 Tell the same undying tale—  
 Tell of moments robbed from sleep,  
 Meals untasted, studies deep.  
 Those who've passed the furnace through  
 With aching brow will tell to you  
 How the teacher crammed it in,  
 Rammed it in, jammed it in,  
 Crunched it in, punched it in,  
 Rubbed it in, clubbed it in,  
 Pressed it in and caressed it in,  
 When their heads were hollow.

—*Courier-Journal.*

Pride and poverty usually reside in the same house.

Prefer to be a doer of wisdom rather than a professor of it.

Persons who fret more than they work can never be happy.

People who do mean acts, throw poison into their own wells.

People are always ready to assist those who need no assistance.

Better face a coming danger once than be always in fear.