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# ARIZONA
# ARBOR DAY

*With its wreath of Southern Roses*
*And its spray of Northern Pine*

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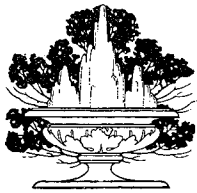

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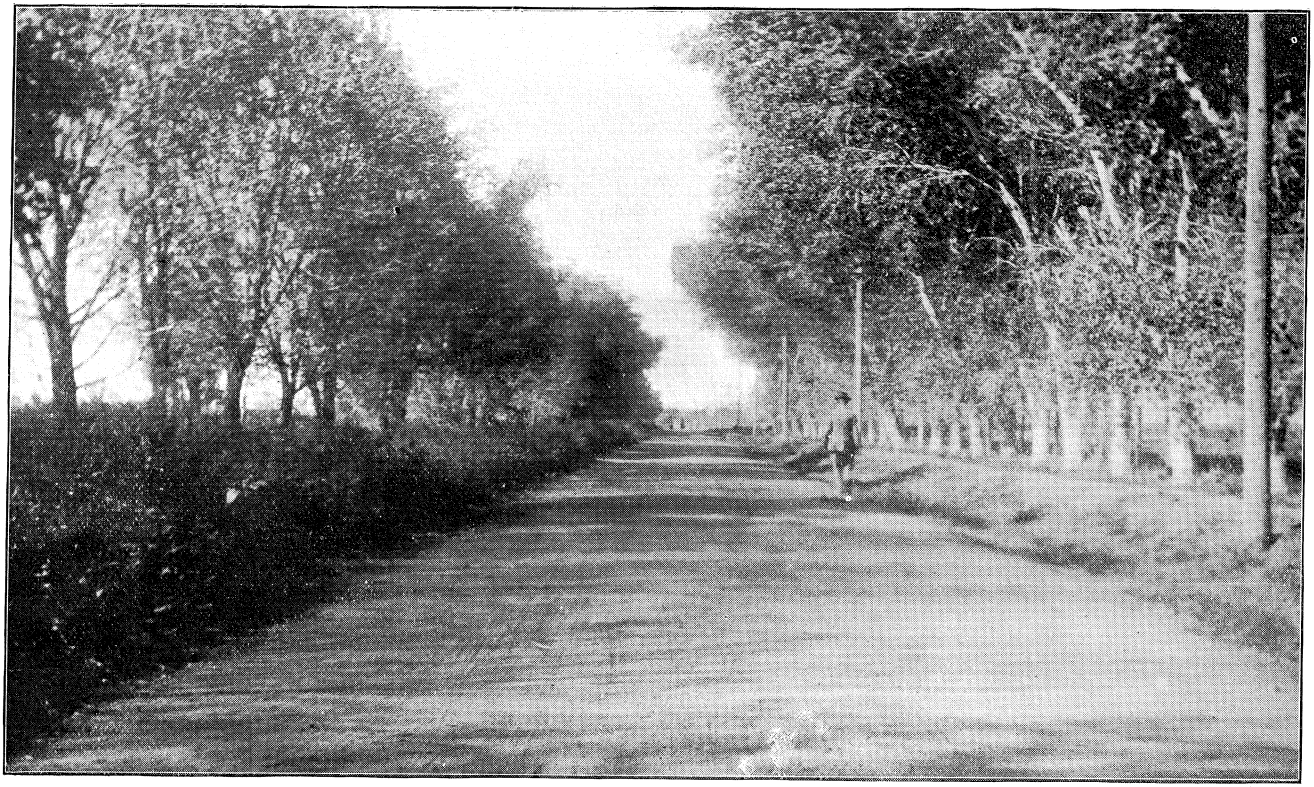

An Arizona Road to An Arizona School.

## A PROCLAMATION BY THE GOVERNOR OF ARIZONA

### Executive Department, State of Arizona.

In conformity with the provisions of Paragraphs 2937-2840, Revised Statutes of Arizona, 1913, Civil Code, I Geo. W. P. Hunt, Governor of Arizona, do hereby designate and set apart the fourth day of February, A. D., 1916, as Arbor Day, to be observed in the Counties of Cochise, Gila, Graham, Greenlee, Maricopa, Pima, Pinal, Santa Cruz and Yuma; and, similarly, I hereby designate and set apart the seventh day of April, A. D., 1916, as Arbor Day for due observance in the Counties of Apache, Coconino, Mohave, Navajo and Yavapai.

Pursuant to a commendable custom, I urgently recommend that Arbor Day, as above designated, be observed in the public schools and other institutions of learning through the holding of appropriate exercises and the transplanting of trees, shrubs and vines in public grounds and along common thoroughfares, so that the heritage handed down to us by our forefathers may be transmitted with enhanced beauty and value to posterity. In view, morever, of the important relation of all bird life to the public welfare, it is advocated that Arbor Day be made the occasion for inculcating in the minds of growing generations the imperative necessity of affording protection to such feathered creatures as are naturally the allies of mankind in destroying insect pests and in adding to the pleasantness of human existance.

In recognition, furthermore, of a worthy campaign inaugurated by the Arizona Federation of Women's Clubs, it is earnestly urged that the week, January 30th to February 5th, 1916, and the week, April 3rd to April 8th, 1916, both of which include Arbor Day as above designated for the northern and southern counties, respectively, shall be formally termed "Annual Cleanup Week," and shall be the occasion for a concerted effort on the part of civic organizations and public-spirited citizens individually toward the cleansing of public places and private estates, whether municipal or rural, to the end that sanitary conditions may be established by the elimination of such filth and rubbish as ordinarily form agencies for the

dissemination of disease. It is, also, strongly recommended that the observance of "Annual Clean-up Week," whereby the health and happiness of the people of Arizona should be immeasurably promoted, shall receive the support and co-operation of State, County and Municipal health officers, and all those public institutions which customarily participate in the celebration of Arbor Day.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Arizona to be affixed.

Done at Phoenix, the capital, this 17th day of January, A. D., 1916.

GEO. W. P. HUNT,
Governor of Arizona.

Attest:

SIDNEY P. OSBORN,
Secretary of State.

## SUGGESTIVE PROGRAM

Song; Reading of the Governor's proclamation; Recitations; Dialogue; Drill; Song; Composition by Eighth Grade Pupil; Talks by Teachers and Patrons; Planting Exercises; Chorus.

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## STATEMENT

Arbor Day this year for the counties of Cochise, Graham, Greenlee, Gila, Maricopa, Pima, Pinal, Santa Cruz, and Yuma will come on February 4th, and for the counties of Apache, Coconino, Mohave, Navajo and Yavapai, on April 7th.

Page 25 of this booklet is to be used by teachers in making a brief Arbor Day report for the State Department of Education. We should like to secure from teachers and pupils Arbor Day writeups as well as photographs of school grounds which have been beautified by the planting of trees, shrubs, and vines. Any effort in compliance with this suggestion will be appreciated since we are sure in this way much can be contributed that will add variety and value to next year's annual.

C. O. CASE,
State Superintendent of Public Instruction.

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Dear Boys and Girls:

I know you are very busy practicing the "Merry-Go-Round" Palmer Method of Writing, and digging deep into the problems in your new Silver, Burdett Arithmetics, but if you can spare me a few minutes I would like to say just a word or two about something that you and I are thinking about considerably at this time of the year.

You know how it is in Arizona. Christmas comes one week, New Year's Day the next week, and Arbor Day came pretty nearly coming the very next week, particularly for the Southern part of the State—it is our near-at-hand Arbor Day in which we are especially interested just now.

People used to think that the process of getting an education

had to go on entirely within the four walls of a school room—in fact, the school house used to have a monopoly on the educational business, but later and more liberal ideas have gradually broken this monopoly until now the school yard shares almost equally with the school house in the privilege of educating our boys and girls. In school gardens, school ground apparatus, play-ground supervision, and very much so in the embellishment that is given to our school grounds out of the drapery of trees, vines and flowers, have come to us some of the most important lessons of our modern schools.

There is a man that I wish you could meet and get acquainted with, for I know you would like him. His name is Dr. J. J. Thornber. He is the Botanist in our State University at Tucson. Every Summer he spends his vacation in the big out-of-doors of Arizona. He has tramped hundreds of miles over this State getting acquainted with the things that grow here. He knows every flower, tree, and vine, by name, knows where it grows best, and in what way it can be used best. Did you read "Tree Planting on our School Ground" written by him for Arbor Day Manual last year? How many of the trees that he mentioned can you name? How many did you plant in your school yard last year, and how many are living? This year Dr. Thornber has written for us another article—"Some Hardy Vines for Our School Grounds", he calls it. His Arbor Day articles should be read repeatedly because they tell about things that grow in Arizona, that can with little work and inconvenience be used to improve our schools and homes.

I am going to ask you to write some stories about what you did Arbor Day 1916, and send them to me. Some of the best stories we may get in this way will be sure to be given a place in our next Arbor Day Annual.

Sincerely your friend,

C. O. CASE,

State Superintendent of Public Instruction.

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To the Teachers:

It has leaked out that Hon. G. M. Willard, State Game Warden, is becoming almost enviably popular with our little bird friends and the friends of the birds of this State.

He is advocating an annual Bird Day to give special attention

to the importance of the preservation of song birds as well as the game birds. We understand the Governor of Arizona, in accordance with this idea, will, by proclamation, designate May 4th as this day. Mr. Willard is preparing an illustrated Bird Day Manual that he will send to the teachers of the State to assist them in the observance of this occasion in the public schools.

The State Department of Education is glad of this forward movement, and will cooperate in every way possible to encourage and promote it.

The Governor of Arizona in his annual proclamation for this year advocates that some measure of recognition and instruction be given also on Arbor Day regarding our useful birds and their relationship to us. In conformity with the Governor's suggestion that we should pay some attention to the birds of Arizona on the day set apart for paying tribute to the trees, vines, and flowers, we have added to our Arbor Day pamphlet an article entitled "The Small Birds as an Economic Asset," by Hon. G. M. Willard, also a selection or two pertaining to birds from other sources.

In view of the fact, furthermore, that the Governor earnestly urges that the week January 30 to February 5, 1916, for the Southern counties, and April 3 to April 8, 1916, for the Northern counties should be formally termed "Clean Up Week" we have also included in this pamphlet a few clean-up suggestions.

C. O. CASE,
Superintendent Public Instruction.

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## SOME HARDY VINES FOR OUR SCHOOL GROUNDS

(By Dr. J. J. Thornber, Botanist, University of Arizona.)

Next to trees, vines are our most useful ornamental plants. They grow faster than trees or shrubs, come to maturity sooner and generally require less care. With a little training they give shade exactly where we want it. Everyone knows that a house overgrown with vines is cooler and more attractive than one with exposed walls. With our dry climate and wealth of sunshine we need have little fear of damp or unhealthy conditions from vines growing about dwellings. Why should we not have vines growing over our schoolhouses as well as about our homes? This is where children spend most of their active hours. If teachers and parents will

co-operate, I am sure—and I speak from experience— that children will do more than their part. There should be a vine-covered summer house on every school ground. This can be built at little expense with a few stout poles or timbers for the frame and some upright pieces or wire for vines to cling to. Wild grape and Virginia creeper vines and a little irrigation will do the rest. Vines can also be used to hide fences, walls, stumps, and rocks, thus giving the appearance of a bit of natural planting to otherwise bare surroundings. With their lavish supply of leaves and flowers, they make trees and other plants feel more at home.

Several native vines growing in our mountains and along streams are very hardy and well suited for school yard planting. They appreciate good care, but when well started can endure long dry spells. The Virgin's bower or Clematis is one of these. It has divided leaves, small flowers and beautiful white feathery or fluffy seed masses. It delights in climbing over fences and shrubs and in fields it sometimes becomes a pest. The Virginia creeper or "five-leaf ivy," wrongly called woodbine, is another best climber. In two or three year's time it will cover over a small building and decorate it with beautiful festoons and garlands. In autumn it has bright red leaves and deep purple berries. The native grape is too well known to children to need any description as it grows almost everywhere in mountain canyons. It also deserves a place on our school grounds. Both the wild grape and the Virginia creeper grow readily from cuttings or small rooted plants or even seeds.

There are several introduced vines, also, that thrive with just ordinary care. Among these are the common passion flower, Japanese honeysuckle, silk vine, eastern Virginia creeper and the trumpet creepers. Most children know all these and will gladly bring them from home for planting at school. The passion vine is evergreen and has divided leaves and large blue or purple flowers which are very odd. It is most at home in the lower valleys of our State. The Japanese honeysuckle is evergreen and bears an abundance of delicate yellow fragrant flowers in spring and autumn. Birds like to build their nests among its dense growth. The silk vine is another interesting plant with heavy dark green foliage. It belongs to the dogbane family, but is not known to be poisonous. The leaves freeze in winter, but at least, in the valleys, the canes

are not injured and in time they will grow to the top of the tallest tree. It loves to climb. Trumpet creepers have large tubular flowers, scarlet or orange in color, that are the favorite haunts of humming birds. All these vines are hardy and need only a little attention from time to time. The English ivy with beautiful thick evergreen leaves and the Japanese ivy with dense foliage which drops in autumn, cling to walls and grow nicely on the north sides of buildings, but they require irrigation every week or two in the hot summer and fall.

The soil for vines should be 2 or 3 feet deep, and if less than 18 inches deep the hard pan below should be removed or broken up by blasting or digging. In the instance of hard rock this cannot be done. The soil should be moistened, spaded deeply and mixed with some well-rotted organic matter, as old leaves, leaf mould, chip dirt or a little rotted manure. After this the plants may be set out. They should be given good care during the first summer, or until they get well rooted, after which they will need irrigation only once a month or so during their growing season. Naturally, grass and tall weeds should be kept cut away from them as these rob the soil. Vines will grow almost anywhere in the State, if given the most ordinary attention, and they repay many times over the trouble necessary to keep them growing. In addition to planting some more trees and caring for the ones we set out last year, let us all plant some vines this year about our school grounds, and make these more attractive and home-like.

DR. J. J. THORNBER,
Botanist, University of Arizona.

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## TREE PLANTING ON OUR SCHOOL GROUNDS.

(Taken From Last Year's Annual)

No one understands or appreciates better than boys and girls the different trees, shrubs and flowers growing about us. They know the nut trees, trees that have berries or other fruits good to eat, and trees that are best for swings, shade and climbing. The writer recalls happily as a boy how trees and squirrels were regarded as boys' property, while girls had birds and flowers, and it is partly because of these pleasant memories that he writes this short article to the boys and girls of Arizona and assigns to them

the noble duty of planting and caring for trees and flowers on our school grounds. One always wonders in planting a tree how long it will live, how large it will grow and what it will finally come to be. This feeling becomes deeper after seeing stately and historic trees in all their beauty, some of them much older than our country.

We have in Arizona the most diverse kinds of soil and climate and a large variety of native plants. Naturally, different trees are needed for these conditions, just as we find different trees growing in the mountains, foothills and valleys. So diverse is our climate that we have two Arbor Days, one for Southern Arizona, where the growing season begins early; and one for Northern Arizona, where the season is later. The selection of the right kind of trees for planting in different localities together with good care is very essential. This has been found out by long study and experiments at the University of Arizona. Most trees require deep soil, and if there is hardpan or "caliche" near the surface, holes should be dug or blasted five or six feet deep and as wide and filled with soil and a little manure or other organic matter. This will allow room for the roots to grow and provide more plant food. A basin about the tree several feet in diameter and a few inches deep helps in irrigation and collects some storm water. The ground should be heaped up somewhat around the trunk to prevent scalding in summer when watering.

For the average valley soil in the southern and western parts of the State, the Arizona ash, walnut and cottonwood, all hardy and native, together with the black locust, honey locust and umbrella are excellent trees. These drop their leaves in the late fall. The umbrella and cottonwood make more rapid growth than the others and have denser shade, but they require more irrigation and are shorter lived. Besides this, cottonwoods are subject to numerous insect pests. The ash, mulberry, walnut and locust are slower growing, but with care they will be fine trees when the cottonwood is dead. They strike their roots deeper into the ground and do not need to be watered so often. Most of us recall having seen large ash, walnut and cottonwood trees growing in our valleys and mountain canyons and white mulberry and locust trees growing on farms, and so we know how well these trees grow.

In the northern and eastern parts of the State and also in dry farming communities at 4,000 or 5,000 feet altitude where there is

less irrigation but where the rainfall is heavier than in the valleys, the Russion oleaster, Chinese sumach, Arizona ash, white mulberry, and spineless honey locust will grow well. The Russian oleaster has silvery white leaves, smooth brownish trunks, and yellow flowers, so that it is a handsome tree, especially if trained to grow erect. Chinese sumach have leaves like walnuts, but larger, while honey locusts have finely divided leaves resembling those of acacias. Both are very hardy. With moderate irrigation, such other trees as the box elder, native sycamore, black locust, Carolina poplar, narrow leaf poplar and silver poplar will grow well in these same localities.

Any of the above varieties are suitable for planting on school grounds, and also about our homes, and with just reasonable care they will grow into splendid trees. If an evergreen is wanted, the Arizona cypress will certainly be the most desirable.

In alkaline soils the Russian oleaster, Chinese sumach, numerous tamarisks and even the mesquite will grow. Tamarisks may be grown readily from cuttings. For arid mesa soils where no water can be supplied after the trees are started, the mesquite, palo verde, bagote, ironwood and soapberry or wild chinaberry will grow with the least care, though naturally, their growth will be slow. However, it is a delight to see such trees as these growing in the midst of desert-like surroundings.

J. J. THORNBER,
Botanist, University of Arizona.

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## NEW YORK STATE PROGRAM.

**Method in planting a tree.—1.** Holes are best made before the trees are brought to the ground. They should be a little deeper than the depth of the root-system, but twice as large around as seems necessary, to facilitate penetration of rains and development of rootlets through the loosened soil. Place the top soil, which is better (being richer in easily assimilated plant food) to one side, the raw soil from the bottom to the other side; in filling back bring the richer soil to the bottom. If it be practicable, improve a heavy loamy soil by adding to and mixing with it looser sandy soil, or a loose poor soil by enriching it with loam or compost. Keep all stones out of the bottom; they may be used above the roots, or better on the surface. Providing proper drainage is the best means

of improving ground for tree planting. Use no manure except as a top dressing.

2. Planting is best done by two or three persons. A, who manipulates the tree, is the planter and responsible for the result; B and C do the spading under his direction. A places the tree in the hole, to ascertain whether this is of proper size; a board or stick laid across the hole aids in judging the depth. Trees should not be set deeper than they stood before, except in loose, poor soil. More trees are killed by too deep planting than the reverse. If the root-system is developed sideways but not centrally as is often the case, a hill is raised in the hole to fill out the hollow space in the root-system, and the earth of the hill is patted down with the spade. When the hole is in proper order, A holds the tree perpendicularly in the middle of the hole, with the side bearing the fullest branches toward the south or south-west, for better protection of the shaft against the sun. B and C spread the roots into a natural position, then fill in the soil, using the good soil first—small spadefuls deliberately thrown over the roots in all directions—while A, by a slight shaking and pumping up and down of the stem, aids the earth in settling around the rootlets. A close contact of the soil with the rootlets is the secret of success in planting. Only fine mellow soil, not too moist, and free from stones, will permit such close adjustment to the rootlets, which should also be aided by hand and fingers filling in every crevice. A, while setting the tree, must exercise care to keep it in proper position and perpendicular, until the soil is packed so as to keep the tree in place; then B and C rapidly fill the holes, A treading down the soil firmly after a sufficient quantity is filled in, finishing off a little above the general level to allow for settling, and finally placing the stones or any mulching around the stem.

**Watering.**—The practice of using water while planting can hardly be said to be a good one, unless the water is very carefully applied with a "rose" after the soil is well filled in and packed around the fibrous roots. Especially with a soil which has a tendency to clog, there is great danger of an uneven distribution and settling, with consequent empty spaces between the roots. More trees are probably killed by too much water in transplanting than by too little. Water after the transplanting (and perhaps before the last shovels of earth are filled in) especially if the soil was dry, is

useful and should be applied during the hot season, choosing the late afternoon or evening for applying it.

**After Care.** Any mulch of waste material, hay, straw, or better, wood shavings or chips, sawdust, or even stones simply placed around the foot of the tree, is of excellent service in checking evaporation.

Keeping the ground free from weeds and grass, and preventing it from baking, by occasionally hoeing and raking, is advisable. To prevent the trees from being swayed by the wind, if of larger size, they should be staked firmly; a loose post is worse than none. The tying should be so done as not to cut or injure the tree; a tree-box insures more safety against accidents. With the development of the crown it becomes necessary to trim it, so as to carry the top above reach. Trees are not benefited by being used for hitching posts, or climbing poles, or other frolic.

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## ARBOR DAY SONGS

### THIS IS ARBOR DAY.

(Tune: Lightly Row.)

Arbor Day, Arbor Day,
See, the fields are fresh and green,
All is bright, cheerful sight,
After winter's night.
Birds are flying in the air,
All we see is fresh and fair;
Bowers green now are seen,
Flowers peep between.

Swaying trees, swaying trees,
Rocking gently in the breeze,
Dressed so gay, fine array,
For this is Arbor Day.
While we plant our trees so dear,
All the others list to hear
How we sing, in the spring,
And our voices ring.

Here we stand, here we stand,
Round the tree, a royal band;
Music floats, cheering notes,
Sweetly, gaily floats.
March along with heads so high
While our tree is standing nigh;
Step away, light and gay,
On this Arbor Day. —Selected.

## SONG—ARBOR DAY.

(Air: "My Maryland." Words by Seymore S. Short.)

Again we come this day to greet,
Arbor Day, sweet Arbor Day,
With willing hands and nimble feet,
Arbor Day, sweet Arbor Day.
No sweeter theme our time can claim,
No grander deed points us to fame,
No day more proud than this we name,
Arbor Day, dear Arbor Day.

Bring forth the trees. Prepare the earth
For Arbor Day, sweet Arbor Day.
With song we celebrate the birth
Of Arbor Day, sweet Arbor Day.
And when our joyful task is done,
And we our meed of praise have won,
The glorious work's but just begun,
For Arbor Day, dear Arbor Day.

## SHORT SELECTIONS

### DO APPLE SEEDS POINT UP OR DOWN?

(Carolyn Wells, in St. Nicholas.)

When teacher called the apple class, they gathered round to see
What question deep in apple lore their task that day might be.
"Now tell me," said the teacher, to little Polly Brown,
"Do apple seeds grow pointing up, or are they pointing down?"
Poor Polly didn't know, for she had never thought to look—
(And that's the kind of questions you can't find in a book.)
And of the whole big apple class, not one small pupil knew
If apple seeds point up or down! But then, my dear, do you?

## BREAKFAST IN THE SKY.

(Garnet Noel Wiley)

The little moon puts on a bib
Made out of misty cloud,
And, if she spills her share of rain
It's just what she's allowed.

The very hungry baby stars
Arise before the day
To fill their shiny mugs with cream
From off the milky way.

The little dipper feeds the moon;
The big one feds the sun;
But he is never satisfied,
For when his meal is done

He drinks the dewdrops off the grass,
And in a single hour
He empties all the breakfast cups
Held by each thirsty flower.

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## HOW DO YOU DO?

(Elizabeth Ellis Scantlebury)

O hurry, hurry, Aster dear!
Put on your purple gown,
For all the little girls and boys
Are coming out from town.

O Goldenrod, put on your hat
With yellow feathers fine,
Be ready now to make a bow—
The wind will give the sign.

Stand close together by the road—
The road all dusty brown—
For all the little girls and boys
Are coming out from town.

## OUT IN THE FIELDS.

(Elizabeth Barrett Browning)

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

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.

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## TWO LITTLE ROSES.

(Julia P. Ballard)

One merry summer day
Two roses were at play;
All at once they took a notion
They would like to run away!
Queer little roses;
Funny little roses,
To want to run away!

They stole along my fence;
They clambered up my wall;
They climbed into my window
To make a morning call!
Queer little roses;
Funny little roses,
To make a morning call!

### THE LITTLE ELF.

(John Kendrick Bangs)

I met a little Elf-man, once,
Down where the lilies blow,
I asked him why he was so small
And why he didn't grow.

He slightly frowned, and with his eye
He looked me through and through,
"I'm quite as big for me," said he
"As you are big for you."

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## READINGS AND RECITATIONS

### SPRING.

(Western Christian Advocate)

De days is growin' longer,
An' de sunlight gettin' stronger;
An' de buds done staht a-spreadin' on de limb.
Robin come a-swingin,
An' a-practisin' de singin'
Dat make de birds all envious of him.
Already I's forgettin'
All de sorrow an' regrettin'
Dat come to me when chilly winds would sigh,
'Cause you does feel right forgivin'
—Kind o' glad dat you is livin'
When de world say, "Mistah Wintertime, good-bye!"
De brook commence a-bubblin'
An' a-tumblin' an' a-troublin'
Like it had a heap o' doin' on its mind.
De moss is green an' growin'
An' arbutus stahts a-growin'
In places only knowin' folks kin find;
An' next de blossoms tiny
Will look up wif faces shiny
Like little echoes from de sky so blue,
Wif happiness before us
We will all jine in de chorus
When de world exclaim, "Miss Springtime, howdv do!"

## ARBOR DAY ACROSTIC

(Newark Shade Tree Commission)

(Each child carries a letter at the beginning of a line.)
Alders in the river glancing at their curls
Rush of silver rain-drops pelting them with pearls,
Bow of seven colors following up the shower,
Orchard under neath it twisting into flower,
Ripple of the rain again on each budded bough—
Pit-pat, patter, hear it pouring now.
Dance of dainty sunbeams on the meadow grass,
Arbutus awakening, calling as you pass,
Yellow-gold of crocuses by the garden-way—
(All) By signs like these know all the trees that it is Arbor Day.

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## THE BLOSSOMS ON THE TREES

(James Whitcomb Riley)

Blossoms crimson, white, or blue,
Purple, pink, and every hue,
From sunny skies, to tintings drowned
In dusky drops of dew,
I praise you all, wherever found,
And love you through and through;—
**But,** Blossoms On The Trees,
With your breath upon the breeze,
There's nothing in all the world around
As half as sweet as you!

Could the rhymer only wring
All the sweetness to the lees
Of all the kisses clustering
In juicy Used-to-bes,
To dip his rhymes therein and sing
The blossoms on the trees,—
"O, Blossoms On The Trees,"
He would twitter, thrill and coo,
"However sweet, such songs as these
Are not as sweet as you:—
For you are **blooming** melodies
The **eyes** may listen to!"

## THE POPULAR POPLAR TREE.

"When the great wind sets things whirling,
And rattles the window-panes,
And blows the dusts in giants
And dragons tossing their manes;
When the willows have waves like water,
And children are shouting with glee;
When the pines are alive and the larches,—
Then hurrah for you and me,
In the tip o' the top o' the top o' the tip of the popular poplar tree!

"Don't talk about Jack and the Beanstalk—
He did not climb half so high!
And Alice in all her travels
Was never so near the sky!
Only the swallow, a-skimming
The storm-cloud over the lea,
Knows how it feels to be flying
When the gusts come strong and free
In the tip o' the top o' the top o' the tip of the popular poplar tree!"

## A NEW DRESS.

Old Mother Earth woke up from her sleep,
And found she was cold and bare;
The winter was over, the spring was near,
And she had not a dress to wear.
"Alas!" she sighed, with great dismay,
"Oh, where shall I get my clothes?
There's not a place to buy a suit,
And a dressmaker no one knows."

"I'll make you a dress," said the springing grass,
Just looking above the ground,
"A dress of green of the lovliest sheen,
To cover you all around."
"And we," said the dandelions gay,
"We'll dot it with yellow bright."
"I'll make it a fringe," said forget-me-not,
"Of blue, very soft and light."

"We'll embroider the front," said the violets,
"With a lovely purple hue,"
"And we," said the roses, "will make you a crown
Of red, jeweled over with dew."
"And we'll be your gems," said a voice from the shade,
Where the ladies' ear-drops live—
"Orange is the color for any queen
And the best we have to give."
Old Mother Earth was thankful and glad,
As she put on her dress so gay;
And that is the reason, my little ones,
She is looking so lovely today."

—Selected.

## THE CALL OF THE LAND.

(Lewis R. Freeman in Alabama Arbor and Bird Days)

It throbs through the noontide crushes
Where the gaunt street canyons yawn,
It thrills in the traffic's hushes
In the dark before the dawn;
Now vibrant and tense with pity,
Now ringing with sharp command,
Summoning souls from the city—
Hark to the Call of the Land.

"I have fed your mouths from my bounty
Since the days when you toiled alone,
And turned up my virgin meadows
With your spades of wood and bone.
I have watched your eyes grow restless,
I have seen you pause and part,
Drawn from your ancient mother
By the lure of the court and mart.

"Engulfed in the sordid city
And deaf to my warning cry,
I have seen you reel and stumble,
I have seen you faint and die;
I have heard your sobs of anguish,
I have heard your groans of pain,
And I raise my voice to save you,
I reach you my arms again.

"Are you broken in heart and body?
Are you shrunken in mind and soul?
Haste back to me, your mother,
And my care will make you whole.
Are you shaken in faith, discouraged?
Are you buffeted, bruised, and sore?
Creep out to me from the gutters
And I'll make you men once more.

Come out to me in the open
    From the night where you cringe and grope;
Let your thews grow hard with labor,
    And your hearts grow big with hope.
You shall stand with your heads in the sunshine,
    You shall stand with your feet on the sod,
And your faith in me shall lead you
    To a surer faith in God."

## RECORD OF ARBOR DAY EXERCISES

(To be retained in booklet)

....., 191.....

School and Grade

Teacher ..... No. Boys..... No. Girls.....

Length of Exercises: Literary..... Planting.....

No. Visitors..... No. Local Speakers on Program.....

Record of Planting....., 191.....

No. of trees on school ground before Arbor Day .....

No. of perennial shrubs and vines on school ground before Arbor Day .....

No. of trees living, planted in 1915.....

No. of perennial shrubs and vines living, planted in 1915.....

No. and kind of trees and perennial shrubs and vines planted on school ground 1916:

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## RECORD OF ARBOR DAY EXERCISES

(To be detached and mailed to Superintendent of Public Instruction)

.....191.....

School and Grade

Teacher ..... No. Boys..... No Girls.....

Length of Exercises: Literary..... Planting.....

No. Visitors..... No. Local Speakers on Program.....

Record of Planting....., 191.....

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## ARIZONA BIRD DAY MAY 4TH

### THE SMALL BIRDS AS AN ECONOMIC ASSET.

(By Hon. G. M. Willard, State Game Warden)

That the small birds of any agricultural or horticultural region are of vast economic value, that they play a part of vital importance in Nature's broad and complicated scheme, is a fact long known and advanced by the scientific student, and one that should receive recognition and promotion in every public school throughout the land, serving an agricultural or horticultural community.

If a farmer or a gardener employs a laborer to hoe weeds from his growing crops; if an orchardist or vineyardist employs a man to spray his trees or vines in order to safeguard the fruits of his industry against the ravages of the myriad insect pests which he must combat at every turn, not only does he expect to provide his human help with suitable rations at regular intervals, but he must also pay them a suitable wage in addition thereto. But how different is his attitude towards the little feathered helpers with which an all-wise Providence has provided him.

When the beautiful oriole which inhabits the orchard and lives mostly upon the coddling moth and other like pests of the orchard and vineyard, or the mocking bird, which puts in a full shift by day as a common laborer in the orchard and vineyard and regales us by night with the sweetest music ever heard by human ear, or the common blackbird who gorges himself to the limit day after day on the three-cornered alfalfa bug that is such a detriment to our hay crops, or the quail or the dove that renders equally valuable aid along other lines by the destruction of weed seed,—when these and other willing and persistent farm and orchard hands venture to help themselves to a few mouthfuls of fruit or berries or grapes or wheat or milo maize, as a sort of relish or appetizer, just to break the ten or eleven months monotony of a bug, worm and weed seed diet, the ignorant, selfish farmer, orchardist, or vineyardist, as the case may be, is apt to set up the cry: "Villain, thief, pest!" and at once declare a war of extermination on his best allies, who, of necessity, work for him every day of the year, without pay, without care, and without protection or appreciation.

But, I am pleased to say, the value and importance of the birds

is being more generally recognized, and that our own Governor contemplates issuing a proclamation designating the 4th of May as Bird Day, to be observed by the public schools of the State. The fixing of this date for this purpose was most fitting and appropriate, it being the anniversary of the birth of John Audubon, the first and greatest friend and champion of the feathered tribes.

Education along this line and a fuller understanding cannot fail to bring about conditions of vast and almost vital benefit to mankind.

Believing that the education of the masses to a proper understanding of the subject is the first, last and only effective means by which the feathered aids and helpers which Nature has kindly given to man can be given their rightful status in the great scheme of human affairs, the State Game Department has placed one of its deputies, Mr. D. E. Pettis, in the field in the capacity of lecturer before the public schools. So appreciatively has Mr. Pettis and his work along this line been received by both pupils and instructors, that I cannot help but believe that therein lies a broad, fertile, unoccupied field, one promising a rich yield with a minimum effort. And it will be the policy of this department in the future to give as much time and attention to this line of educational work as the means at its disposal will allow.

But there is a better understanding coming to man, and a happier time coming for the birds. Speed that day!

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"I've plucked the berry from the bush, the brown nut from the tree,
But heart of happy little bird ne'er broken was by me.
I saw them in their curious nests, close crouching, slyly peer
With their wild eyes, like glittering beads, to note if harm were near;
I passed them by, and blessed them all; I felt that it was good
To leave unmoved the creatures small whose home was in the wood."

—William Motherwell

## A WORD TO THE WISE.

(Selected)

Little owlet in the glen,
  I'm ashamed of you;
You are ungrammatical
  In speaking as you do.
You should say, "To whom! To whom!"
  Not "To who! To who!"
Your small friend, Miss Katy-did,
  May be green, 'tis true.
But you never hear her say,
  "Katy do! Katy do!"

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## THE FIRST BLUEBIRD

(James Whitcomb Riley)

By permission of Bobbs-Merrill Company.

Jest rain and snow! and rain again!
    And dribble! drip and blow!
Then snow! and thaw! and slush! and then—
    Some more rain and snow!

This morning I was 'most afeared
    To wake up—when, I jing!
I seen the sun shine out and heerd
    The first bluebird of spring!—
Mother she'd raised the winder some
And in across the orchard come,
    Soft as a' angel's wing,
A breezy, treesy, beesy hum,
    Too sweet for anything!

The winter's shroud was rent apart—
    The sun burst forth in glee,—
And when that bluebird sung, my heart
    Hopped out o' bed with me!

## JUST TO SEE THEM FALL

(L. O. Reese in California Bird Day Manual)

Oriole sang in the Singing Tree,
(Heigh—
O,
But I loved him so!)
Sang all day, and at night said he,
"Just as sleepy as I can be!—
Sleepy and tired and my throat is sore;
Couldn't have sung one glad note more;
Did my best all the whole day long,
Cheering the world with my sweetest song!"

Oriole sang in the smiling sun,
(Heigh—
O,
But I loved him so!)
One came by with a deadly gun * * *
Flash!—and the song was forever done!
Never again will the music free
Ring in the green of the Singing Tree;
"Shot him for fun," said the Boy, "That's all;
Wanted to hit him and see him fall!"

Oriole sang in my dreams tonight,
(Heigh—
O,
For I loved him so!)
Sang for the days when the sun was bright,
Bright on the swift wing's joyous flight;
What had he done? Ah, answer me,
Lonesome leaves on the Singing Tree!
Answer, Shapes that among us crawl,
Shooting dear things * * * just to see them fall!

## CLEAN-UP SUGGESTIONS

(Selected.)

### INTERIOR

1. Clean windows, floors and walls. Put in window panes when necessary.

2. Paper or paint walls. Use buff for walls and cream for ceiling in either paper or paint.

3. Provide shades for windows.

4. Polish stoves.

5. Put locks on doors and windows.

6. Clean desks by scrubbing if necessary.

7. Paint blackboards.

8. Provide erasers.

9. Provide soap, wash-pan, and sanitary towel; foot mats and scrapes.

10. Make and paint window boxes for flowers.

11. Bring potted plants, such as ferns, also flower vases; magazines for reading table.

12. Ask for tools to be contributed as permanent property of the school.

13. See to drinking water; supply fountains, if possible; if buckets are used, insist upon cleanliness and individual drinking-cups.

14. Secure pictures. Sometimes good pictures can be borrowed from homes for a while. Pictures which uplift and develop can be purchased at almost insignificant prices (from one to five cents each) from the Perry Pictures Company, Malden, Mass.

15. Organize among pupils a house-keeping committee and make it their duty to see that the school room is kept clean, ventilated and inviting.

### EXTERIOR

1. Paint exterior of building. Use gray or bungalow brown with white trimmings or use white entirely.

2. Repair steps.

3. Clean yard; rake and burn trash; trim trees where branches are low.

4. Provide playground by levelling yard, filling gullies, properly draining ground, etc.

5. Lay off grounds with view to the work for which they are intended. Plan baseball and basketball grounds.

6. Playground and equipment. Secure literature.

7. Provide sanitary outhouses.

8. Organize among pupils a yard committee and make it their duty to see that the yard is kept clean.