

figures of speech. Take as many as possible from Canto VI.

17. The dagger-crest of Mar,
Moray's silver star.

What other crests are mentioned in this poem? Who have crests? What do they do with them? Has the Duke of Connaught a crest? If so, what is it? Other interesting or important crests.

18. Describe the arrangement of the Saxon army. Where did the battle take place? What happened to the archers?

19. Draw a plan showing the position of the spearmen as they awaited the onset.

20. What part did the barbed horsemen take in the battle? What are barbed horsemen? In verse seventeen does the rhyme serve any purpose?

21. How might the day have been saved for the Highlanders? Quote two lines from Whittier which apply here. Compare Whittier's rhyme with that in lines five and six of verse twenty-four.

22. Describe the last event of the battle. Where have we heard of Duncraggen's widow? What put an end to the strife?

23. How did Roderick receive the news?

24. There breathes not clansman of thy line
But would have given his life for thine.

Find an example of this in Scott's "Waverley."

25. How had Ellen been spending her time in the meanwhile? Why did she turn so hastily from the window when Fitz-James entered the room?

26. At what time of the day did the king hold his court? Describe Ellen's feelings as she and Fitz-James took their way towards the court-room. How did James comfort and cheer her? Through what rooms did they pass?

27. What impression did the court-room make upon Ellen? How did she discover the king? Was she surprised? Were you? Collect all the hints scattered throughout the poem that Snowdon's knight was Scotland's king.

28. What three requests had Ellen to make? How was each one answered?

29. Collect the different names James gives to Ellen and explain their fitness.

30. If you were an artist how would you show on canvas the scene described in the last four lines of verse twenty-nine. Be particular about the grouping of the characters.

31. Who is the hero of the poem? Give reasons for your answer.

32. What do you think of the concluding lines? Compare with the opening lines.

33. Select a dozen examples of lines worth remembering. Why did you select these?

34. Scott's dates? Date of the publication of "Lady of the Lake." How long would it take a poet to write a poem like this? Was Scott a slow

or a rapid writer? How long was he writing "Ivanhoe?" "The Bride of Lammermoor?" How long was Gray writing his "Elegy Written in a Country Churchyard?" Account for the difference in time.

35. What was going on in the world when "The Lady of the Lake" was published?

36. Name some of Scott's friends. His contemporaries. Find out some interesting facts about his home. Who lives there now? What relation is she to Scott? What has she written?

37. Give a short sketch of Scott's life. Where is he buried? Make a list of his novels.

Botany for the Public Schools.—XI.

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"What is so rare as a day in June!" Our earliest spring flowers have gone. Did we make the best of them while they were here? I hope no one missed the opportunity of seeing those magnificent beds of adder's tongue lily, dutchman's breeches, or blood-root. Have we seen the white, blue and yellow violets? How many kinds of white and blue violets did you see? Did you ask the gold thread why it looked so different from many of its brother *Ranunculaceae*?

By the way, has it occurred to you why a columbine, a larkspur, a gold thread and a buttercup could be so different from one another, and yet be put in the same family by botanists? The characteristics of a few common families of plants should be well known. Then one would not make the mistake of classifying plants by such variable factors as size or color. The novice puts cinquefoil among the buttercups. Structure compels the botanist, however, to put it among the roses. Compare a cinquefoil with a strawberry blossom, and then with a buttercup. Which two have a similar structure?

More interesting than family resemblances, however, is the adaptation of individual species of the same *genus* to insect pollination. Examine the foregoing flowers to see how they are pollinated. Possibly the peculiar shapes will explain themselves when you know that every irregularity probably helps, in some way, to bring a visiting insect in contact with the pollen and with the stigma. Are you sure that you know the petals of the gold thread? They are modified into nectar sacs; and the sepals are the showy flags which do the work ordinarily done by petals.

Among our interesting June flowers are the