

For the EDUCATIONAL REVIEW.]

Some Questions on Tennyson's Princess.

1. Some annotators say that Aglaia is two years old. Cite the passage on which they ground this opinion. Study *all* the passages where she is mentioned, and compare such a child with any two-year-old of your own acquaintance.

2. What is meant by saying that "the child is the heroine of the story?"

3. What poetic (or other) periphrases are used in the poem for these: women's clothes, kind acts, chimney smoke, flattery, honour, fame, the future, mathematics, glaciers, aurora borealis, Orion's Belt, Zenobia, Cupid, Deborah, Pindar, Egeria, over the whole earth, the capital of a country, spray, the new moon, the full moon, eager students, angular writing, "fetch the grub?"

4. Lilia says:

"I would make it death
For any male thing but to peep at us."

Quote and comment on all the passages which show that Ida was nearly, *but not quite*, as intolerant as this.

5. What were the fundamental faults in Ida's scheme of female education? If you can, embellish your answer with quotations from some other of Tennyson's poems.

6. Compare Ida's curriculum with that imposed on our schools.

7. Compare the science teaching at Ida's college with that of the Institute in the Prologue.

8. What bearing have the songs between the cantos on the motive of the poem?

9. Show that the poem is "A Medley," both in matter and style.

10. "Jewels five words long." Complete the passage, and quote from the poem a dozen other examples of what it describes.

11. Summarize and discuss the opinions on the Woman question expressed by the Prince, his father, Arac, Cyril, Ida, and Blanche.

12. Quote and comment on passages that seem to indicate the location of Vivian Place. (Where is it really? How do you know?)

13. What is there in the Prologue which is like the poem itself?

14. There are two phrases in the poem peculiarly applicable to the condition in which candidates should be when they go up to the Provincial Examinations. Find them.

15. "The *songs*, the *whispers*, and the *shrieks* of the wild woods." Whence come these three different sounds? When are they heard separately, and when 'shaken together'? Are you answering from observation, or hearsay, or reading?

16. Quote some passages to illustrate the poetic (and primitive) method of indicating (a) time when, (b) time how long, (c) era.

17. In one of the cantos 'blood' is called 'death' at one time and 'life' at another. Point out the special fitness of the term in each case.

18-20. Send the editor three other questions that you would like him to answer for you.

A. CAMERON.

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"Empire Day" in the Primary Grades.

Loyalty and love of country cannot be developed in the minds of little children by mere words. A lecture on patriotism will avail little; an appeal to the eye as well as to the ear, together with some suitable work for the busy fingers, will produce an impression much more lasting.

The making of paper flags is, perhaps, one of the best exercises that can be suggested. Though this work requires a little time on the part of the teacher for preparation of materials, yet, if carefully planned for, it can easily be carried out, and it is a profitable as well as pleasing occupation for the children. If considered too great an undertaking for the whole school, the older scholars may take this work, while the younger ones make paper chains of red, white and blue for the decoration of the school-room.

A few sheets of blue paper, such as is used for posters, can be had at trifling cost from any printing office, also a sheet or two of red paper, and the same quantity of white. Cut the blue paper into oblong pieces, about nine inches long and six and a half inches wide. Cut white strips, one inch wide and eleven inches long, also red strips of the same length, half an inch wide. Prepare some smooth flour paste, also swabs for applying it. The swab is easily and quickly made by wrapping a little piece of old cotton or muslin around a small stick about the size of a short pencil, tying the cloth on securely with coarse thread. Have sheets of heavy wrapping paper, or double sheets of newspaper, spread over the desks to keep them clean. Also have each child supplied with two pieces of old cotton for wiping paste off fingers and edges of paper. Small butterplates, or dolls' dishes, or even flat shells, may be used to hold the paste.

Before the work is begun, a short sketch of the history of our flag should be given by the teacher, with black-board illustrations in colored chalk of the three separate crosses of which it is composed, St. Andrew's (Scotland) showing a diagonal white cross on blue field, St. Patrick's (Ireland) having a diagonal red cross on white field, and St. George's (England) also showing red on white, though differently placed, *i. e.*, one bar being horizontal and the other vertical.

In a few simple words adapted to the understanding of the children, the story may be told of the three countries lying so close together, for many years warring against one another, each having its own flag and its own king, until, finally, they agreed to live together as friends, having the same king and the same flag. Then the question came as to which flag they should have;