

to pick out many examples from Tennyson of these pictures of single trees:

"Hard by a poplar shook alway."
 "One sick willow sere and small."
 "Dewy-dark aloft the mountain pine."
 "The windy tall elm tree."

always with the exact qualifying word to make us see the tree as the poet saw it.

It is to be feared that a bit of modern slang, much in use among boys, will spoil the picture of the swallow. "Chasing itself at its own wild will."

Marish. Webster quotes the two lines from verse two, in illustration of the use of marish for marsh.

He also gives from Milton,

"Evening mist
 Risen from a river, o'er the marish glides."

Be sure that the children separate the simile from the picture in

"As when a mighty people rejoice
 With shawms and with cymbals, and harps of gold,
 And the tumult of their acclaim is rolled,
 Thro' the open gates of the city afar,
 To the shepherd who watched the evening star."

My experience is that unless care is taken, simile and metaphor are often confused with what they are meant to illustrate. To avoid this, read the verse first, leaving out these lines, and then, after the picture has been visualized, ask, "To what does the poet compare the swan's song? With the lines of the simile compare the following:

"Sounds, as if some fair city were one voice
 Around a king returning from his wars."

from the conclusion of "The Passing of Arthur."

The children may pick out the words that describe the plain, the words expressing movement, expressing colour, and use these words in sentences of their own. What is the general effect of the picture? How does it make us feel? Cheerful? Sad? Dreary? Pick out the words that are more likely to be used in poetry than in prose, like, *a-down, anear*.

Compare the description of the song of the swan with the words describing the sound she makes in "The Eagle and the Swan."

What other poems by Tennyson are in your reader? What other selections about birds?

The virtue which we appreciate, we to some extent appropriate.— *Thoreau*.

NOTES ON HIGH SCHOOL LITERATURE.

BY THE EDITOR.

[Our thanks are due to an unknown correspondent who kindly sent a correction of a careless slip in the August "Notes" on "the Island of the Scots." The note read, "The pass of Killiecrankie, where Claverhouse was defeated." Claverhouse was killed at Killiecrankie, but his army defeated the Covenanters.]

THE DAY WAS LINGERING.

Author. Charles Heavyside, born in Lancashire 1816. Came to Canada 1853. His greatest work, *Saul*, a drama, was published in 1857. He died in 1869. His sonnets are of a high order. See EDUCATIONAL REVIEW, November, 1908.

Be sure of the exact meanings of *myriad*, *horologe*, *millenium*. *Prime* in line 14, seems to mean the first hour in the beginning of all things.*

"The music of the spheres" has many references in literature.

In *Arcades*, Milton says —

in deep of night, when drowsiness
 Hath locked up mortal sense,

Then listen I

To the celestial Sirens' harmony,
 That sit upon the nine infolded spheres,

Read the whole passage, and compare the references given in the notes.

Ptolemy, a celebrated Egyptian astronomer of the eleventh century, taught that the earth is fixed in the centre of the universe, and the heavens revolve round it from east to west carrying with them the sun, planets and fixed stars in their respective spheres. Plato says that a siren sits on each sphere, and that these revolving produce the most ravishing musical harmony.

Study the varied metres and the rhyme scheme of this poem.

ON FIRST LOOKING INTO CHAPMAN'S HOMER.

Author. John Keats, one of England's great poets, born in London, 1795, died at Rome, 1820. A friend of the poet Shelley, who wrote *Adonais*, a lament for Keats, upon his death.

A sonnet has fourteen ten-syllable lines. The rhymes are variously arranged. Find other sonnets and compare the rhyme schemes. Why is *The Day was Linging* not a sonnet?

This sonnet was written when Keats was about

*An interesting and informing discussion of the word *prime*, by the late Principal Cameron, of Yarmouth, is to be found in the EDUCATIONAL REVIEW for June 1898.