

English.

All articles and communications intended for this department should be addressed to the ENGLISH EDITOR, EDUCATIONAL JOURNAL, Room 5, 114 Richmond Street West, Toronto.

PRIMARY LITERATURE.

EASTER EXAMINATION, 1896.

- A. "Your grace shall understand that the receipt of your letter," etc.
1. Quote this letter in full.
 2. Name the writer and the person to whom it is sent.
- B. "Thee haughty tyrants n'er shall tame."
3. Name the author, the poem, and quote a parallel passage.
 4. Name the poem, and give a short outline of it.
 5. Classify the poem, and state your reasons for putting it in that class.
 6. Quote a poem describing the effect of a foolish woman's vanity.
 7. Classify this poem, and point out the marks by which your classification is guided.
 8. Who wrote the line: "With weeping and with laughter still is the story told"?
 9. Relate the story in briefest fashion. Point out its chief merits.
 10. How is the unity of "To the Evening Wind" attained?
 11. Restate the instances given by the poet, and the general conclusion.
 12. How is the unity of "The Hanging of the Crane" secured?
 13. What is the subject of this poem?
 14. What is its greatest merit?
- D. "'Tis the hard gray weather Breeds hard English men."
15. Who wrote that? Name the poem? What is its main purpose?
 16. From examples in "The Lord of Burleigh" show what is meant by complex alliteration, liquid alliteration, pathos, and the contrast of emotions.
 17. Compare and contrast the Old English ballad with the modern ballad in several points.
 18. Quote one number of the "Revenge," and exhibit the scansion.
- E. "Death lies dead."
19. Who wrote that line? For what qualities is his poetry famous?
 20. Name the poem; subdivide it into sections; write proper titles for each section, and explain how the human interest is maintained in several ways.

NOTES AND HINTS.

1. No marks should be allowed for the answer unless the quotation is "letter-perfect."
2. The object of this question is to test the accuracy of the student's acquaintance with the *whole* scene. Hence no marks should be allowed for one name without the other.
3. The parallel passage is the most important part of this question. Any pupil should be able to quote from some other patriotic poem a statement—"Britons never shall be slaves."
4. The outline need not exceed fifteen or twenty lines, and should follow the exact order of the poem. No marks should be given for the title alone.
5. Pastoral poetry, domestic poetry, the poetry of family life, etc. The reasons should be clearly stated. Descriptive poetry, or nondescript lyric, would be indefinite.
6. The quotation of Leigh Hunt's ballad should be verbally exact to earn marks. Every error should subtract one-third to one-fifth of the total marks allowed.
7. The several distinguishing marks of the ballad should be clearly stated.
8. This question is merely nominal. One or two marks in 100 is full value.
9. The two parts are of about equal value—say 3 and 2, on a scale of 100.
10. The personification in the introduction, the details in the body of the poem, the wider rela-

tions of the conclusion—all turning about the personal metaphor.

11. This should be answered in short, clear sentences, giving the connection of each particular instance, with the benevolent motive attributed to the wind.

12. The continuity of the development of two conjoined lines is the central relation. The discontinuous scenes *assume* an unbroken connection in the whole poem.

13. The title dimly shadows the subject. Fifty years of married life, the origin and history of a family, etc. To most pupils such questions are found difficult; good answers deserve high marks.

14. Some of these are: Intense human interest and universality, great suggestiveness of actual experience, the property of exciting pleasure for numerous re-readings, fidelity to facts in human life, etc. Tastes may differ in the selection of the greatest.

15. The difficult part is to name the purpose, and this should count 3, if each of the others is allowed 1 mark. The quotation gives the hint, viz., the beneficial effect of a severe climate in developing a hardy race of men.

16. The first two parts are best answered in diagrammatic form. The other two parts are best answered together, and the answer should refer to three or four passages in the poem very definitely, so as to exhibit the meaning clearly and with emphasis.

17. "The Well of St. Keyne," or "Lucy Gray," would be suitable to show the old ballad characteristics.

18. The diagram with metrical symbols furnishes the best answer.

19 and 20 require a minute knowledge of "The Forsaken Garden." The skill of the author should be proved, (a) as a great master of language and metre, (b) as a vivid word-painter of still life—the most difficult to portray. The close connection of the parts and the composite unity should be pointed out in detail. The human interest in the landscape, the old associations, and the final destiny of the garden as part of the world, should be shown.

The general purpose of the paper is to ascertain how far the student has mastered and memorized the outward expression of the writers studied, and also how far he has comprehended the logical architecture, the inner meaning, and the artistic beauty of each passage. No written or oral examination can fully *measure* these things in the mathematical sense, but we can ask definite questions that require knowledge and appreciation to enable the pupil to give definite and precise answers. From a survey of these answers we can roughly classify and grade the papers, and we can easily separate the students into three or four distinct groups with sufficient exactitude for practical purposes.

C. C.

Hints and Helps.

A SMALL HISTORY FOR SMALL PEOPLE.

BY MISS M. A. WATT.

CHAPTER I—A BOY WHO BECAME KING.

Once upon a time, more than a thousand years ago, there lived in England a little boy whose name you may have heard, and which you may tell me when you have heard a little more of what I am going to tell you about him. His father, the king, loved his little boy very much, and we are told that he sent his dear little son, only four years old, to stay with a very learned man in Rome. (See if you can find Rome on the map, it is a good way from England). This learned man was the Pope Leo, and he thought so much of his little visitor; that he had a grand procession to a church where he "hallowed" the boy to be king of England (or of the part where his father lived, West Saxony). Everybody stared at the little fellow, and wondered at the great sight, especially as there were so many older brothers who would have the right to be king instead of our boy. While he was in Rome his dear mother died, and after two years he went back home again, where his step-mother, Judith, was very kind to him. Then his father, Ethelwulf, died, and the eldest son became king; then he died, and

the next brother was king; he died and the third brother was king; and when he died, the fourth brother was crowned, and very soon he died, too, and Pope Leo's little king was really and truly the king of the West Saxons of England! He was now a young man of twenty-two, and the first thing he had to do was to go to war!

CHAPTER II—THE KING FIGHTING HIS ENEMIES.

There was a fierce race of men who came in ships, like pirates, to trouble the English people. They had been doing it for about a hundred years, so our king knew something of them. He got ready to meet them, and they fought the battle called "Wilton," in which the fierce Danes were badly beaten. There was a peace, and a good many Danes stayed in the country in a friendly way.

But now came the first sea-fight. Other Danes came over, and the king went out to meet them. Oh, but the English were proud of him when he came sailing in home with one queer Danish boat, heavy, and slow, and strong, after driving away six others!

Perhaps you think the Danes never came back. I am sorry to say they did. They had a promise that was thought to be very sacred, "To swear on the Holy Bracelet," but they broke even their most sacred promises, and came sailing back whenever the English were not watching them. One sad day, about New Year's Day, they stole in so quietly that every one was surprised. Many were killed and others fled, some in boats, and some to the woods. Among the last was the king, about whom some stories are told. I must tell you one which I think is true, and which will amuse you, and teach you a good lesson of how a real "gentleman" should act.

The king escaped alone, and wandered on until he found a hut. He entered it, and found a man who minded pigs in the woods. It is said that the man knew the king at once, but was too fond of him to tell the Danes, who would have given the poor herd money for telling. The herd did not tell his wife either, for fear she might be tempted to tell. So a funny thing is said to have happened. The wife was baking cakes of bread on the hot ashes (they had no stoves then), and she said to the stranger, who was sitting mending his bow (they had no guns, then, either, you know).

"Mind my bread, soldier, while I go out to get some sticks in the woods."

The king smiled, and said he would. But, alas! he got to thinking of how strange it was for him to be sitting idle when there was so much trouble, and he began to plan what he would do to help his country, when, *bang!* a strong hand hit him on his ear, and a shrill voice cried out:

"There, don't you see the cakes on fire?"

"Then wherefore turn them not?"

"You're glad enough to eat them,

When they're piping hot."

The king, to his great credit, turned gently round, and said:

"Well, mistress, that is true enough. It would surely be too bad if I would not take that much trouble when you have been so kind to me. Try me again," and he carefully watched a second batch until they were baked. He rewarded the loyal herd and his wife afterwards, you may be sure."

Did I hear some of you say you knew now who our king was? Ah! the *cake-story* let the cat out of the bag, did it? Yes, it was Alfred the Great; and why was he called "great," do you think? Let me finish the story and we shall see.

After hiding in the wood he managed to get his men together secretly, and by Easter they fought the great battle of Ethandune (878 was the year), in which he gave the Danes the worst beating they ever had. The leader, Guthorm, was baptized and became friends with Alfred, and the Danes settled in the country, though they did not become good all at once. At the end of all this fighting Alfred was thirty-one years old, so he had been working hard since he was twenty-two. How long ago was that?

CHAPTER III—THE KING AT PEACE.

When once the country was quiet, Alfred had a chance to do the things he loved to do. He loved learning, so he wrote many books, and started schools in which boys could learn grammar. He loved his own language, and did not write his books in Latin, as was the fashion, but translated