

And forward bends his head,
The ship drove fast, loud roared the blast,
And southward ay we fled.

(a) Develop the force of the personification as expressed by "tyrannous," "struck," "overtaking wings," and "chased." [8]

(b) In the same way develop the significance of each point of the simile. [6]

4.
Nor dim nor red, like God's own head,
The glorious Sun uprist:

As idle as a painted ship
Upon a painted ocean.

(a) Develop the force of the following expressions: "averred," "The furrow followed free," "Down dropt the breeze," and "stuck." [8]

(b) Develop the significance of each point in the similes. [6]

(c) Justify the use of the irregular forms of expression. [3]

(a) A later reading for l. 8 is "The furrow streamed off free." Explain the reason for the change, and for the continued preference for the one in the extract. [6]

(c) Show the relation of ll. 5 and 6 to the development of the plot of the poem. [3]

(f) Comment on the transition from ll. 7 and 8 to ll. 9 and 10, explaining the artistic reason for the peculiarity. [3]

5. By means of the most marked examples in 3 and 4 above, show how the poet secures

(a) lingual melody, (b) vividness of presentation, and (c) force of expression. [9]

6.
Verse, a breeze mid b'ossoms straying,
Where Hope clung feeding, like a bee—

Life is but thought: so think I will
That Youth and I are house-mates still.

(a) Develop the significance of each point in the metaphors and similes in ll. 1-5, 12-15, and 18-22. [18]

(b) Explain clearly the meaning of ll. 25-38. [10]

(c) Give in a few sentences, without the poet's amplification, the meaning of the above extract, adding the substance of the lines that follow, and explaining fully the meaning, and the relation to the context, of

Dewdrops are the gems of morning,
But the tears of mournful eve. [10]

(d) State the chief shades of feeling that should be expressed in reading the above, showing the significance of the noteworthy punctuation marks in ll. 2-7 and 25-30. [8]

(c) What passage in the above extract seems to you to be the finest? Assign reasons for your answer. [6]

NUMBER AND ARITHMETIC.

It may seem that the method of teaching all the operations together is here violated. By no means. The numbers and their relations of uniting, separating and parting have already been taught. The question before us now is one of associating the ideas of numbers and their relations with written language. The necessity of teaching one idiom at a time is apparent. Those who contend that the different operations should not be taught together have in mind probably the language without the thought, and from this standpoint their deduction is correct.

TEACH the language of multiplication next. It is an open question whether this sign $\times$ should be retained. There are many slight obstacles in the way of its banishment. I, for one, would not use it.

Class at the blackboard as before. Teacher shows five objects and five objects. Pupils write:

$$5 + 5 = 10.$$

4 sticks and 4 sticks are shown; pupils write:

$$4 + 4 = 8.$$

Teacher—How many fives did you write? (holding 5 sticks and 5 sticks.)

Pupils—Two fives.

Teacher—How many fours?

Pupils—Two fours.

Teacher—Write $5 + 5$ in another way. Pupils may write two fives are 10. Write it using figures, thus: $2 \text{ } 5\text{'s} = 10$, and $2 \text{ } 4\text{'s} = 8$, may be written.

Show sticks or other objects separated into equal numbers, and have pupils write, as before: