

it thus:—"Now thou hyacinth whisper the letters on thee graven, and add a deeper AI, AI to thy petals."

Lines 113-131. Explain.

This would take a column or two, and even then the explanation would be unsatisfactory to any reader who was not familiar with the condition of things in the English Church about the year 1637. The more one knows of the ecclesiastical history of that period, the better he will understand this passage; and then there is Ruskin's commentary on it in *Sesame and Lilies*, 20-24.

Line 151. Explain "laureate hearse."

King was something of a poet, (see line 10f.) and so was worthy of the laurel crown. As to "hearse," look up the older meanings and pick out the one that best fits the context.

This is probably as much as the printer can get into two columns and so I must leave the other questions unanswered.

A. CAMERON.

Yarmouth, N. S., June 2nd, 1890.

FOR THE REVIEW.]

English Literature in the Lower Grades.

ROYAL READER, No. 4.

The Soldier's Dream, page 181.

The Burial of Sir John Moore, page 185.

Hohenlinden, page 258.

Sometimes we can learn most from a poem by studying it together with several others on the same or a like subject, so we will take a group of three pieces which all tell of war and of the soldier's life.

Read the "Soldier's Dream" first. If you were asked to draw pictures that would tell the same story as the poem, how many would you draw? Describe each in your own words. What effect do the different pictures have on each other? Do you know any other poem that describes a dream? (Longfellow's "The Slave's Dream.")

What side of the soldier's life does this poem show us? What is the soldier's strongest feeling as he wakes from his dream?

"The sentinel stars set their watch in the sky." What figure of speech is this? Can you recall any other line of poetry about the stars?

Explain "In Life's Morning March." In "The Burial of Sir John Moore," how many pictures are there? Compare the two poems closely. Who tells each story? What feeling is expressed in each? Note how much of the description of the burial is expressed by negatives. "Not a funeral note," "No useless coffin." Give all the other examples.

If you will read for yourself, or your teacher will read to you, parts of Tennyson's "Ode on the Death of

the Duke of Wellington," or any account of the burial of a great soldier in time of peace, you will be able to understand better how sad this hurried funeral seemed to the soldiers who loved their brave leader.

Has Sir John Moore been less famous because they "carved not a line, and raised not a stone?" What monument has been raised to his memory? If you cannot think, look in the poem "Fidelity," verse 6.

Now turn to "Hohenlinden;" read it carefully and see what differences you can find between it and the other two pieces. What likenesses are there?

The poet Campbell, who wrote both this poem and "The Soldier's Dream," lived during a time of great and constant wars, and it is said that he looked on from a distance at this very battle.

Do you notice now stately and mournful the verses are? The last one reminds us of a funeral march.

All of these poems deal with the sad and dreadful part of war. Is there any bright or comforting side to it? Do you know any other writings about war? If you do, think what they say about it. What fine qualities must a good soldier have? You may read of some of them in "The Loss of the Birkenhead." Do you know at this very time some wise men from different great nations of the world are met together to try to find some plan by which wars may be avoided and different countries may settle their disputes peaceably? Long ago, when fighting was going on nearly all the time, the old knights had for their motto, "For God and my lady."

Sir Walter Scott, in one of his long poems, tells how an old knight said to a young one:

"For king, for faith, for lady fair,
See that thou fight."

And still brave men are always ready to defend their country, their religion, and those who are weak and helpless.

Women, are of course, more capable of dealing with children than men, but since God did not choose to make a sexless world, it seems to go without saying that both men and women are needed in the work of initiating the young into the heritage of the race. Boys need contact with forceful personalities that symbolize to them their own maturity; this contact many of them will never have, at least in any uplifting degree, unless they get it in schools below even the high school grade. Foreigners have long recognized our weakness in this respect, and it is coming to be more and more recognized by ourselves.—*Independent*.

I find the REVIEW very helpful especially, with Nature lessons, and wish it every success. M.