

pellucid, assuage, Homeric, appreciation, discourses, ultimately, illustrated.

15. How was Arnold's theme intensely tragic? Compare "Sohrab and Rostum" with Homer's work.

16. What adjective would you use to describe "Sohrab and Rostum?" "Christabel?" "The Deserted Village?" "Snow-Bound?"

17. Name the places mentioned in the poem "Sohrab and Rostum" and point them out on the map.

18. What two forces were fighting against each other? Why? Name the leaders on each side. What countries were recently fighting against each other?

19. At what time of day does the poem begin? "Christabel?" "Snow-Bound?" Quote.

20. Why hadn't Sohrab slept? Compare Henry V. before Agincourt.

21. For what purpose did Sohrab visit Peran-Wisa's tent? What was Peran-Wisa doing? How did he receive Sohrab's request? Did he grant it?

22. Describe the Oxus from what is said of it in the poem, telling where it rises, empties, etc.

23. Describe the tent of Peran-Wisa both inside and out. Describe Peran-Wisa's dress, the Tartar host, and the Iran host. Which of the two hosts has the most said about it?

24. How did Peran-Wisa get the message to the Persians? What was the message? How was it received by the Persians? by the Tartars? Account for the difference in their feelings?

25. What was Rostum doing when Gudurz entered the tent? How was Gudurz received? What Greek warrior nourished his wrath apart at the siege of Troy and had to be persuaded to fight with the Greeks once more? Tell the story. Why was the Greek angry? Rostum?

26. How many attempts did Gudurz make to get Rostum to take up Sohrab's challenge? What finally moved him?

27. Describe Rostum's horse. Other horses in poems or novels. Quote from Shakespeare the famous four lines describing a good horse. Where did Rostum find his horse?

28. Describe the meeting between the father and son. The place of meeting. How were two forces arranged?

29. Tell in your own words the story of the fight between Sohrab and Rostum. How might it have been averted? Why didn't Rostum tell the truth when Sohrab said, "Art thou not Rostum?"

30. When did the father know his son? What proofs were given him? What finally convinced him? Why was he so slow to believe? Describe Rostum's grief? How did Sohrab try to comfort his father?

31. What requests did Sohrab make of Rostum? Were they granted? What part does the river play in the poem? Why is it particularly appropriate to close with a description of the calm, majestic, river?

#### THAT WAS THE OLD CANADA.

The great Province of Canada is equal in area to Great Britain, France, and Prussia. Charmed by her classic recollections, how apt are we to magnify everything in the Old World and to imagine that Providence has been kind to her alone. Yet the noble St. Lawrence is equal in proportions to the Nile, that great granary of the East which from the days of the patriarchs has fed millions with its produce. Take the Italian's Po, the Frenchman's Rhone, the Englishman's Thames, the German's Rhine, the Spaniard's Tagus, and roll them all into one channel, and you then have only a stream equal to the St. Lawrence. The Great Lakes of Canada are larger than the Caspian Sea, and the Gulf of St. Lawrence is as large as the Black Sea. Accustomed to think and feel as colonists, it is difficult for us to imagine that the Baltic, illustrated by Nelson's achievements and Campbell's verse, is not something different from the Gulf of St. Lawrence; and yet it is not. Its dimensions are about the same; its climate rigorous, its coasts originally sterile, and the sea-kings and warriors who came out of it made of no better stuff than the men who shoot seals on the ice-flakes of Newfoundland, till farms on the green hills of Pictou, or fell trees in the forests of New Brunswick.—*Howe's Speeches 1854.*"

NOTE—The above is from a speech delivered by the Hon. Joseph Howe, the famous Nova Scotian liberal statesman and orator of whom Sir John Bourinot says that "he was the most magnetic speaker who ever stood on the public platform in the Dominion." To this we may be allowed to add that as a statesman his vision of his country's future has been so justified by events that parts of his speeches have a bearing still on the issues of our day.—C. P. W. in the *British Columbia School Magazine.*

A mother was asked if she had any trouble with her boys. Said she, "No, I keep them busy and I have their confidence." Does any teacher know of a better way to get on with the boys?