

Isles; Ireland, Co. E. corner of Argyllshire, extremity of Italy, of Glencoe, the pupil, A.D. 1692. (Lord to throw into the what is meant by tudes are Killarney

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caulay, Thomas
Emerson, Miss
Proctor, J. E.

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Ingelow, J. G.
worth, Charles
Hood, William

95. As in No. 93, arrange in order of seniority, with dates in margin, the following authors: Lord Houghton, Robert, Lord Lytton, Robert Southey, J.G. Whittier, Ivan Krilof, W. F. Butler, Charles Sangster, Charles (Tennyson) Turner, Nathaniel Hawthorne, Alexander Wilson, Mrs. Hemans, Washington Irving, Rev. Charles Kingsley, Mrs. Craik (Miss Mulock).

[To prevent pupils from seeking their answers in the old note-books of their class-mates, the Teacher would do well to frequently make new combinations of the foregoing names. In such questions, easy but most important steps are taken towards a systematic study of English and General Literature.]

96. Collect from the Reader, giving dates in margin, a dozen authors who were born in the 18th century; and a dozen who were born in the 19th century.

97. Name in order the authors of the following: *The Pickwick Papers*; *The Voyage in the Sunbeam*; *Jack in the Pulpit*; *Gather Ye Rosebuds While Ye May*; *The Headless Horseman of Sleepy Hollow*; *The Canadian Boat Song*; *I'm Sitting on the Stile, Mary*; *My Schools and Schoolmasters*; *From Ocean to Ocean*.

98. Name in order the authors of: *Flow Gently, Sweet Afton*; *The Ivy Green*; *A Wet Sheet and a Flowing Sea*; *Home, Sweet Home*; *The Rhyme of the Rail*; *The Excursion*; *The Homes of England*.

PART III.

99. (P. 133-137). In the selection from *Rasselas* what meaning do you take out of: *This lake discharged its superfluties; whatever might contribute to make seclusion pleasant; the musicians exerted the power of harmony; new competition for imprisonment*. Where does Johnson place the story of *Rasselas*; when did he write it, and how did he spend the money got for it?

100. Explain: *sprightly kid*; *subtle monkey*; *solemn elephant*; *the little children's dower*; *warm little housekeeper*.—How would Archbishop Trench explain the original meaning of a *kind man*? Give words formed from the root *kin*.

101. (P. 138-144). In Longfellow's ballad, notice that, in each stanza, there is but one rhyme, viz., that formed by the words at the end of the 2nd and 4th lines. Except therefore for the inconvenience of printing, the stanzas may have been thrown into two lines instead of four. Thus:

1. The old house by the lindens stood silent in the shade,
And on the gravel pathway the light and shadow played.
2. I saw the nursery window wide open to the air,
But the faces of the children,—they were no longer there.

The pupil will throw into this form any two of the remaining stanzas. Analyse and parse *But the faces*.....there.

102. Carefully copy the little sketch-map given on p. 141. Who is said to have suggested the stratagem by which the Heights of Abraham were reached? When and by whom was it carried out? Tell in your own way the incidents of that memorable night. The lines which Wolfe repeated from Gray's *Elegy* form the 9th stanza:—

"The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave
Await alike the inevitable hour,
The paths of glory lead but to the grave."

The *Elegy* was published in (February) 1751, little more than eight years before the siege of Quebec.