

*Related, repeated.*—Is this in good taste?

*Gray.*—See Fourth Reader, page 331.

*Elegy in a Country Churchyard.*—Published in 1749, and at this time "in the first blush of its fame." What is an elegy?

*Now—Quebec.*—In what narration?

Express in the other.

*I would rather, or I had rather, which?* Mason, § 529, note.

*Then—Quebec.*—Supply the ellipsis.

Give the exact words of the young midshipman.

## V.

*Thus.*—What is the difference in meaning as *thus* precedes or follows its verb?

*Sire—feelings.*—Paraphrase.

*Feelings.*—What were they?

*Hurrying.*—Distinguish from *hastening.* "Verbalist."

What word in the first sentence is pleonastic?

["The flotilla was observed as it passed in front of the sentries posted along the heights; and some soldiers and sailors were killed and wounded by their fire, directed at random against the moving masses." *H. H. Miles.*]

Parkman says they were challenged in their passage down the river. See Gage's Third Reader

*At length.*—"See Verbalist."

*The appointed spot.*—"An indentation in the shore about a league from the city, and now bearing the name of Wolfe's Cove." *Parkman.* It was then called the Fuller's Cove, (*Anse de Foulon*).

Distinguish constantly, perpetually, &c. See "Verbalist."

## VI.

*Light Company* (of infantry under Col. Howe).—Why light

*Carried.*—Distinguish from *fetch*, brought. See "Verbalist."

*Yards.*—Parse. Mason, § 372. 1.

*These Highlanders, &c.*—*dashed at the height.*—With these statements Parkman agrees. According to Garneau the infantry was commanded by Wolfe. According to Miles, by the time those that were carried below the appointed spot arrived at the places the others had seized the guard and formed without the discharge of another shot.

*To land.*—Parse.

*Immediately.*—What relation does this generally express? What does it express here? Is it correctly used? Parse.

*Woody.*—Is this used correctly? Distinguish from "wooded." The suffix *-y* means the same as *-ed*.

*Without—face.*—Paraphrase.

*Path or track.*—Distinguish.

*On—presence.*—Paraphrase.

Garneau says:—"The light infantry, headed by Wolfe, as soon as they set foot on the bank, forced the guard-house at the foot of the steep pathway leading to the superincumbent cliff, then scaled an escarpment, . . . and, having reached the tableland above, they surprised and dispersed, after exchanging a few musket shots, the men on guard, whose commander was taken prisoner in his bed."

## VII.

*At the height.*—Distinguish from "up the height."

*Scrambled.*—What does this imply?

*Cliff.*—Distinguish from height, ascent.

*Won.*—Is this word appropriate.

*First time.*—This is contrary to Parkman's account, who gives this conversation as having occurred on the river.

*Qui vive* (key-veeve).—Who goes there?

*Silence.*—Distinguish from *silence*, *stillness*, *taciturnity*.

*La France* (*Lü Frawnz*).—(The) France.

*Answered, replied, rejoined.*—Distinguish. "Verbalist."

*Highland captain.*—"Captain Donald McDonald."—*Parkman.*

*Self-possession.*—Give synonyme. What more does this imply than presence of mind?

*La—round.*—Paraphrase. What consonant is prominent?

*La—captain.*—Note the order of the words. Why this order?

*Musket.*—Distinguish from gun, rifle, arquebus.

## VIII.

*However.*—Of what use is this word? [To mark the transition from the last sentence to this; it denotes also a sort of contrast.]

What word in the first sentence gives, by its sound, an idea of its meaning?

*Hastily.*—Distinguish from *hurriedly.* See "Verbalist."

*Panic.*—Distinguish from fear, dread, terror.

*Fired—precipice.*—Paraphrase.

*The captain.*—The guard at this place was commanded by Monsieur Vergor, who three years before surrendered the fort of Beausejour to the British. Many French writers denounce him as a traitor and coward.

Garneau and Miles agree in saying that he was taken prisoner while in bed.

Parkman says:—"The guard turned out and made a brief, though brave resistance. In a moment, they were cut to pieces, dispersed, or made prisoners."

Warburton says, in his "Hocholaga": "The side of the cliff . . . was defended bravely against them—but in vain."

*Leading assailants.*—In what sense were they leading?

*Instantly.*—Distinguish from *immediately.*

*Overpowered.*—Substitute synonymes for this, and note the difference in meaning.

*Those who.*—See "Verbalist."

*Intrenched post.*—Explain.

## "RESPONSIBILITY OF THE TEACHER FOR CONTROL AND INFLUENCE."

BY JOHN H. M'CASEY TEACHER OF KILSYTH PUBLIC SCHOOL.

Paper read before the North Grey Teachers' Association, Nov. 1885. On the motion of Mr. J. H. Balfour, seconded by Mr. James Carrie, it was resolved that the publishers of the "Canada School Journal" be requested to publish this essay.

### Continued.

We are responsible to the parents for they have entrusted to our keeping the treasures dearest to their hearts. We are responsible to our country because it furnishes us with the necessary powers for the execution of school legislation, and the administration of school discipline and government, and depends upon our efforts for its future maintenance.

We are responsible to our professions for each one is an element in the great machinery, and participator in its privileges.

Above all we are responsible to the pupils for their future destiny is determined by our influence. Their present and future success or failure inseparably interwoven with the social moral and intellectual tenets which we inculcate. All men exert what we may term an involuntary influence, but the teacher does more than this. He appropriates the power of his actions towards the accomplishment of certain ends. His influence is not involuntary, but designated and controlled. He must also supplement the control of his actions by controlling the desires and inclinations of the pupil's mind towards the proper reception and judicious utilization of these influences.

The teacher is thus rendered responsible for control as well as for influence. From his control springs his influence. His influence is commensurate with his control, and his responsibility proportionate to his influence. This is a universal law of nature. The whole creation is merely a vast piece of machinery in which we have one influence either positively or negatively—producing and controlling others. In the world of matter this is called attraction. In the world of mind influence. It is a general idea that excellence or deficiency of the teacher's labors is judged from the fruit of his influence. At first this criterion appears quite safe, but we must carefully avoid its adoption without qualification, and from considering it in the abstract unless we pursue a peculiar line of reasoning. All teachers are fully aware of the number and force of the