

The third sentence is faulty because it contains a word that was not in their vocabulary. They should not have undertaken to fill the blank at all. It was a mere *guess* on their part.

There is material enough in this set of questions for another lesson of this sort, but not half enough in the whole set for one *guess* lesson.—*Indiana School Journal*.

INCIDENT OF BRUGES.—PAGE 200.

BY J. D. M'ILMOYLE, PRIN. SEP. SCHOOLS, PETERBORO'.

The measure of the poem is Iambic Tetrameter and Trimeter used alternately.

Bruges.—Is a town in Belgium; it suffered from persecutions so much about 1600 A.D., that its trade and manufactures languished, hence the poet speaks of its "grass grown pavement." Its lace and linen manufactures are noted at the present day. It claims the honor of having originated Decimal Arithmetic. The name signifies "bridges" on account of the large number spanning the river—pronounced Brū-gēy, "g" like g, in *ague*. Bruges is the French form; Brugge is the Belgian or Flemish form.

Convent.—An association of pious ladies secluded to a certain extent from the world, and devoted to religion and teaching, also the building in which they live.

There heard we.—"We" refers to the poet and his sister who were on a visit to Europe. Heard has for its object "harp."—"Flung" qualifies "shade." "That made prelude," is the construction.

Prelude.—A short piece of music played before a longer piece.—*Pre* = before, and *ludus* = to play.

Measure.—The style was lively as found in the "Song." There are many varieties of measure or metre in poetry. We have Epic, Lyric and Dramatic poetry, and these again are subdivided.

To tell.—Supply, some expression like "if I am."

Was fit for some gay throng.—The time and words being lively were suited for a "gay throng." No doubt Wordsworth and his sister were surprised to hear such music coming from a place so gloomy in appearance.

Turret.—A small tower on a building and rising above it.

Pinnacle.—A slender turret, like a pin or feather, from (Latin *pinna* = a feather)

Spire.—A tapering body, steeple.

Chords.—The strings of a musical instrument, a combination of tones in harmony.

Strain.—A note sound or song. Give its other meaning.

Quivered.—*innocuous fire*.—The light of the setting sun reflected from the spire appeared to quiver.

Innocuous.—From *in* = not and *nocu* = to hurt, harmless.

But where we stood.—In the shade of the building, on the ground, and were unable to see the sun.

Glory.—The splendour and brightness of the sun's light.

Nun.—Literally an elderly lady, from *nonna* = a grandmother, nuns being originally elderly women—in the R. C. Church a female who devotes herself to celibacy and seclusion.

Iron grate.—Placed across the nun's window.

Not always is the heart unwise—illy born.—The poet says to feel sorrow for those who do not feel sorry for themselves is not unwise. Is he right? He, with his sister, felt pity for the nun, although she felt joyful judging by the song.

Self-solaced dove.—The nun is compared to an imprisoned dove—she soothes and comforts herself with music.

Captive.—One kept in bondage, from *capio* = to take. Doom. —Destiny or judgment.

Oh! what is beauty, &c.—A passionate interrobation (fig. of speech. Erotesis.)

Such feeling—sanctified.—The poet seeing his sister weep caused in him a deeper and purer pity for the nun. When our pity is aroused what effect has it on us?

Less tribute.—Tribute is homage paid or given by duty or right to another, here Miss W. gave a tear to the nun to atone for the loss of her liberty. Miss Wordsworth's influence over her poet brother was very great. After he was driven out of France by the "Reign of Terror" his mind was unsettled and he distrusted himself, but "through the presence of his sister," his eyes were opened to the beauties of Nature, and his heart to feel sympathies for human things hitherto uncared for.

Memorize the poem.

Write the poem, as to form, on slates.

Analyse and parse—sketch the train of thought.

B. D.

William Wordsworth (1770—1850), was born in Cumberland, Eng., educated at Cambridge, where he spent a great part of his time in reading Chaucer, Spencer, Milton, Fielding and Swift. He visited France, and heartily sympathized with the cause of the people, until their Government committed terrible excesses during the "Reign of Terror," and then as strongly opposed them. Returning to England he published "Descriptive Sketches." Here his life was unsettled for a while, but through his sister's influence he settled down to the life of a poet. He formed a friendship with Coleridge, and the two poets published in 1798 "Lyrical Ballads." In 1798 he settled at Grasmere, in Westmoreland, where he lived for a time. In 1813 he removed to Rydal Mount, where he spent the remainder of his days. His best poems appeared between 1797 and 1814, when the "Excursion" was published and said to be his best poem. He wrote a great many poems. He was an ardent lover of everything in Nature and detested tyranny and oppression. Some of his best works are the "Recluse," "The White Doe of Rylstone," "Peter Bell," and the "Prelude." Some of his shorter poems are simply perfect. He was buried near Grasmere. Wordsworth, Coleridge and Southey are known as the "Lake Poets."

GEOGRAPHY—ITS ALLPICATION.

BY PROF. C. T. BARNES.

A CURIOUS INFATUATION OFTEN TAKES POSSESSION OF THE TEACHER. The children must know the intricacies of circulating decimals, though they cannot solve the ordinary problems of business arithmetic with anything like readiness. They must study English grammar, and parse, though they cannot construct common sentences, and know absolutely nothing of English composition. They must read with pious exactness all the selections of the reader in regular succession, and the great world of literature outside of that reader may never be referred to in the class.

So in geography, they must memorize all the unimportant details of every country under the sun, while the geography which will be most needed in life may be lost sight of, though its basis lies at the very door of the school-house.

THE VARIOUS FORMS OF VEGETABLE AND ANIMAL LIFE CONSTITUTE ONE OF THE MOST PLEASING AND INSTRUCTIVE PORTIONS OF GEOGRAPHICAL STUDY.

If intelligent study of these interesting forms of life could be substituted for much of the details of geography as found in the text-books; if the land could be looked upon as the place where these forms of life exist; the study would soon come to possess an unwonted charm. The author who made the opening chapter of his elementary geography to consist of a conversation at the breakfast table, where the children of the family learn from an uncle, a