

NOTE.—King, who was a citizen of the *Land*, was way-laid in the country called *Sea*, and Milton demands of King of the Sea, Neptune, that an investigation be held concerning the drowning of King. After the charge is laid, Neptune sends his son, Triton, as his attorney-general.

(a). The accused—1. The waves, "He asked the waves;" 2. The winds, "And asked the felon winds;" 3. The squalls, "And questioned every gust of rugged winds that blows from off each peaked promontory."

NOTE.—These inhabitants of the sea, or travellers over the sea, are accused because their past conduct leads Triton to suspect them; and being accused and brought to trial they enter the plea "not guilty."

(b). Plea—"They knew not of his story."

NOTE.—An accused has two ways of escape: 1. Plead not guilty and allow the court to fail to prove him guilty, thereby proving that he is innocent. 2. Enter the plea of "not guilty" and call witnesses to refute the evidence brought against him to support the charge.

(c). Witness called for the defence:

And sage Hippotades their answer brings.

1. Evidence in favour of waves.

That not a blast was from his dungeon strayed.

Argument—Waves owe their existence to wind. The witness Hippotades, who is the master and keeper of the winds, testifies before the court that on the day of King's death he allowed no winds to stray from his keeping. Therefore it is evident that the waves were not responsible for King's death.

2. Evidence in favour of winds—"No blast . . . strayed."

Argument—When called, Hippotades, the master and controller of the winds, swore that on the day of the tragedy he held the winds in check and that none strayed from the prison.

3. Evidence in favour of squalls.

The air was calm, and on the level brine,  
Sleek Panope with a'l her sisters played.

Argument—In the first place the air was calm, because no winds strayed from the dungeon, therefore no squalls were on the sea. In the second place, Panope and her sister were, during that day, playing on the sea, and they never sported on the surface of the sea during a storm or immediately previous to a storm.

(d). Verdict—

It was that fatal and perfidious bark,  
Built in the eclipse, and rigged with courses dark,  
That sunk so low that sacred head of thine.

14. King mourned by his university—

Next Campus, reverend sire, went footing slow,  
His mantle hairy, and his bonnet sedge,  
Inwrought with figures dim, and on the edge,  
Like to that sanguine flower unscribed with woe.  
"Ah! who hath reft," quoth he, "my dearest pledge?"

15. Theology in a nutshell.

Last came, and last did go,  
The pilot of the Galilean lake;  
Two massy keys he bore of metals twain,  
(The golden opes, the iron shuts amain).

(a). St. Peter the first Bishop. (b). Bliss, Golden Key—1. Money; 2. Durability; 3. Happiness; 4. Purity. (c). Woe, Iron Key—1. Poverty; 2. Rust and Decay; 3. Misery, 4. Dross.

16. The church's lament for King.

How well could I have spared for thee, young swain.

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What the church could give in exchange for King: (a). Her selfish members—"How well could I have spared." . . . (b). Her worldly members—"Of other care they little reckoning make." . . . (c). Her undutiful members—"Blind mouths! . . .

17. Days of mourning are over, but fond remembrances are still cherished: "Return, Alpheus," . . .

18. Comfort for the mourners: "Weep no more, woeful shepherds" . . . (a). King is not dead—"For Lycidas, . . . is not dead." . . . (b). Rewarded by being able to help his fellow-men—"So Lycidas . . . mounted high." . . .

19. Conclusion—

Thus sang the uncouth swain to the oaks and the rills,  
While the still Morn went out with sandals gray,  
He touched the tender stops of various quills,  
With eager thought warbling his Doric lay;  
And now the sun had stretched out all the hills,  
And now was dropt into the western bay.  
At last he rose, and touched his mantle blue:  
To-morrow to fresh woods and pastures new.

Spelling matches are a commendable feature of school work if properly conducted, and the tests made on words of our common vocabulary. It's a foolish thing to spend time and energy of pupils in teaching them to spell a mass of words whose content they do not know and in all probability never will have any occasion to know.—*Michigan Moderator Topics*.