

and fortitude more than human," "in order to accomplish a design."

(b). What had caused these "doubts and fears?"

(c). How had the crews shown their "ignorance," their "incredulity," and their "insolence?" Why did they now revere Columbus?

(d). State in your own words how the author of the foregoing passage explains "from one extreme to another."

3. Under the following heads give an account of the destruction of Pompeii: The appearance of the city before its destruction; The sudden calamity; What excavators have discovered.

CANADIAN READERS.

1. There was a sound of revelry by night,
And Belgium's capital had gathered there
Her Beauty and her Chivalry, and bright
The lamps shone o'er fair women and brave men;
A thousand hearts beat happily; and when
Music arose with its voluptuous swell,
Soft eyes looked love to eyes which spake again,
And all went merry as a marriage bell.

But hush! hark! a deep sound strikes like a rising knell!

(a). Under what circumstances did the events here narrated take place?

(b). Explain the meaning of "Beauty," and "Chivalry." Why are "Beauty" and "Chivalry" spelt with capitals? What is meant by saying that Belgium's capital *had gathered*, &c.?

(c). Explain "thousand," "voluptuous swell," "spake" and "again," as used here.

(d). Why is "strikes" present tense while the verbs in what goes before are past?

(e). What different feelings should we express when reading lines 1-8 and line 9?

2. The Duke of Wellington left to his countrymen a great legacy, — greater even than his glory. He left them the contemplation of his character. I will not say his conduct revived the sense of duty in England; I would not say that of our country. But that his conduct inspired public life with a purer and more masculine tone I cannot doubt. His character rebukes restless vanity, and reprimands the irregular ebullitions of a morbid egotism. I doubt not that, among all orders of Englishmen, from those with the highest responsibilities of our society to those who perform the humblest duties, — I dare say there is not a man who in his toil and his perplexity has not sometimes thought of the Duke, and found in his example support and solace.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage: "revived the sense of duty," "inspired public life," "masculine tone," "irregular ebullitions," "morbid egotism," "found in his example support and solace."

(b). Distinguish between "contemplation" and "sight."

(c). Illustrate the meaning of "highest responsibilities of our society" and of "the humblest duties."

(d). Why does the author not say that the Duke's conduct "revived the sense of duty in England?"

(e). What lessons may we learn from the "contemplation of the Duke's character?"

(f). Quote the lines from "A Psalm of Life" suggested by the above passage.

3. Under the following heads give an account of Tom Brown and Arthur: Rugby School; Who Tom and Arthur were; What happened at school the first evening; How Tom felt when he went to bed; His determination. and the great lessons he had learned.

ROYAL READERS.

1. What would we give to our beloved!
The hero's heart to be unmoved,
The poet's star-tuned harp to sweep,
The patriot's voice to teach and rouse,
The monarch's crown to light the brows?
"He giveth His beloved sleep."

What do we give to our beloved?

A little fath all undisproved,
A little dust to overweep,
And bitter memories, to make
The whole earth blasted for our sake;
"He giveth His beloved."

(a). How in each stanza is the last line connected in sense with what goes before it?

(b) Explain "our beloved," "star-tuned," "to light the brows" and "sleep."

(c). State in your own words what we would give to our beloved?

(d). Explain "all undisproved" "to overweep" and "blasted for our sake."

(e). State in your own words what we give to our beloved. When are the gifts received?

(f). Name the words in the first and the last line of each stanza that are to be emphasized.

2. "The most beloved of English writers," — what a title that is for a man! A wild youth, wayward, but full of tenderness and affection, quits the country village where his boyhood has been passed in happy musing, in fond longing to see the great world, and to achieve a name and fortune. After years of dire struggle, of neglect and poverty, his heart turning back as fondly to his native place as it had longed eagerly for change when sheltered there, he writes a book and a poem, full of recollections and feelings of home, — he paints the friends and scenes of his youth, and peoples Auburn and Wakefield with remembrances of Lissoy. Wander he must; but he carries away a home-relic with him, and dies with it on his breast. His nature is truant; in repose it longs for change, as, on the journey, it looks back for friends and quiet. He passes to-day in building an air-castle for to-morrow, or in writing yesterday's elegy; and he would fly away this hour, but that a cage and necessity keeps him.

(a). Give for each of the following a meaning which may be put for it in the foregoing passage; "wayward," "happy musing," "to achieve a name and fortune," "the recollections and feelings of home," "paints," "His nature is truant," "building an air castle," "elegy."

(b). Distinguish between "longing" and "wishing."

(c). Why is the "title" the author quotes a very great one?

(d). Name the book and poem referred to.

(e). What is here meant by "a home-relic?" Explain "dies with it on his breast."

(f). As what is Goldsmith represented in the latter part of last sentence? Why is he so represented?

3. Under the following heads give an account of the battle of Crecy: When the battle was fought; Why it was fought; How it was won; What was the result.

4. Correct any errors in the spelling of the following, and divide into syllables the correct forms of the last two: lesson, watery, wintery, preceed, conceed, accommodate, paralell, Wedneyday.

1. Tell what you know about the reign of King John.

2. Explain (as well as you can) how England is governed.

3. Write brief notes on: — The Declaration of Rights, The Treaty of Union, The Abolition of Slavery, The Repeal of the Corn Laws.

4. Who was Oliver Cromwell, and how did he rise to the position of Protector?

5. What did the Habeas Corpus Act enact? In whose reign was it passed?

6. Define: — National Exchequer, Fiscal Policy, Trial by Jury.

(To be continued next week.)

Practical Department.

ONLY A CHICKEN.

(A recitation for eight little girls.)

BY EUGENIE J. HALL.

FIRST LITTLE GIRL.

A wonderful story I will tell:
A chicken crept from a broken shell,
And, standing on its tiny feet,
It peeped and peeped for a crumb to eat—
On a beautiful summer morning.

SECOND LITTLE GIRL.

But out of a dark hole popped the head
Of an old gray rat with a cautious tread
He stole along where the grass was thick
And quietly pounced on the peeping chick
That, standing on its tiny feet,
Was crying for a crumb to eat—
On a beautiful summer morning.