

God's will may be read in
the very face of the sky:—his anger in the wild cloud-rack that hides the
sun; his mercy in the sunny blue that shines
through the rifted clouds;

Nay, earth as well as sky
discloses the Divine Presence:—everything bright, from flowers to stars,
is but the radiance of God's face;
everything dark is but His love for a
moment overcast with cloud.

123. (P. 232-7). This Lesson should be studied with the aid of maps, *Pillar of Hercules; Ceuta*. The gateway to the Mediterranean stands between two lofty rocks,—the Rock of Gibraltar in Europe, and the mountain-peak of Ceuta in Africa. To these mighty gate-posts the ancients gave the name of the *Pillars of Hercules*. Geographically, *Ceuta* belongs to Morocco, but politically to Spain.—*Spit of sand*,—the famous Neutral Ground extending northwards from the rocky peninsula of Gibraltar to the Spanish mainland.—*O'Hara's Tower*,—a pleasure outlook built by Governor O'Hara on a pinnacle of Gibraltar that stands 1,408 feet above the Mediterranean.—*Drinking-water*,—in 1869 an abundant supply of fairly good water was found beneath the sand of the Neutral Ground.—*Olympus of nations* (p. 237),—the abode of the gods ("the rulers of the world") was in Greek mythology, placed on Olympus, a lofty mountain of northern Greece; so that Lord Duferin's phrase, *in the Olympus of nations*, may be paraphrased,—*among the ruling nations of the world*.

124. Find in your atlas, and then describe the geographical position of:—*Sierra Nevada, Gibraltar, Ceuta, Malaga* (accent on first syllable), *Valencia, Grenada* (accent on middle syllable), *Tangiers, Algeciras, Belfast, Mt. Olympus, Gulf of St. Lawrence*. Draw a sketch-map of the Gulf of St. Lawrence.—*Stupendous chain of lakes*: name them, and their connecting links; name also the tributaries of the Great Lakes, and the chief cities and towns on or near the lake-shores.

125. (P. 238-242). Analyse and parse the opening sentence of the extract from Lord Macaulay. (a) *We should*; (b) *the country gentleman would*; Why not *would* in the first sentence? Suppose both sentences thrown into the future tense, how would they stand? Consult the VOCABULARY and your maps, then describe the position of: *Dorsetshire, Cheddar Cliffs, Snowdon, Beachy Head, Windermere, Greenwich, Guiana*.

126. Explain these words and phrases: *mirage; suburb, equipages; grind the faces of the poor; Wars of the Roses; England of the Stuarts*. Write in the plural: *That child was I*. Parse *There's a good time coming, boys, a good time coming*;—Wait a little longer. Write the present participles of: *quarrel, supersede, sit, cry, benefit, envy, die, dye, spring, springe, sing, singe, see, admit, outstrip*. Charles Mackay's *A Good Time Coming* is set to an old English air, and was for several years the most popular of English songs.

127. (P. 243-8). *Dschingis Khan* (Gengis or Jenghiz Khan), 1162-1227,—the Emperor of the Mongols and conqueror of a vast tract stretching from the Chinese Sea to the River Dnieper. The name by which he is known was assumed, and means Greatest of Khans, or Khan of Khans. The young warriors in our Lesson have sadly confused the history; *Dschingis Khan* was not a Turk; on the contrary, the advance of his armies forced the primitive Turkish race to move westward, and finally to cross over into Europe.—Give from the Lesson examples of words imitative of sound or of motion. Explain: *miniature, commissariat, buccaneers, corsair, had taken sanctuary, conventional laws*. Parse: (a) *Let him only grow a head taller, and no kennel will hold him*; (b) *Honor be to him who prefers to be shot, rather than throw away his drumsticks*!

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