

The while the moon.—Notice the force and beauty of this sentence. It has a two-fold effect in the description, bringing before our minds more vividly the scene, by picturing the moon hanging in the oriental sky above the wood if watching it; and indicating the length of the night-long watch, as suggested by the slow passage of the moon across the heavens.

Our spears.—The troops would ride with their spears pointed upwards, their points and shafts gleaming in the bright sun-light, and the banners attached to them kept streaming out behind, both by the wind and by their swift motion through the air.

Down sank.—When about to engage in battle the spears would be brought down from the perpendicular to the horizontal position, with the points directed against the enemy. When all were brought down together with military precision the effect would be startling.

Three-score.—The first intimation given of the number of men in the troop.

Pagans.—This word, derived from the Latin *paganus*, means property, the dwellers in a village or hamlet. Trace the process by which it comes to mean a heathen, or infidel, as opposed to a Christian.

Thick.—What is the first meaning of this word? How does it get the secondary meaning in which it is here used? Parse the word "thick" in this sentence.

His eager face.—Here we have the rider's companion separately introduced for the first time. All that precedes has been leading up to this. Note the favorable moment seized upon for his introduction, when his face is shining or aglow with the excitement of expected battle and his eagerness for the fray.

Up the steep.—The rush and rhythm of this line and the next, accord well with the action described. Note, too, the choice of the words "dash" and "crash," whose sound pictures the sense.

Down rained the buds.—The poet probably means to represent the elm trees as overhanging the bridge, and the buds and flowers detached by the shock, and falling thick around the warriors.

Tears.—The simile contained in this word is skilfully chosen. It suggests the sadness of the scene, and the weeping of the bereaved relatives of the slain warriors.

Writhe.—Another aptly chosen word. It brings out graphically the closeness of a fierce hand-to-hand struggle.

Threw my arms.—A natural gesture of horror and dismay, meant, possibly, to denote that for an instant he gave up fighting. If so, it was but to renew it with redoubled fury the next moment, in order to take vengeance upon the slayer of his friend.

In the lovely weather.—This sounds very much as if inserted merely to complete the line and the rhyme. It may, however, be intended to suggest the horrible incongruity between the brightness and peace of the serene atmosphere, and the dark, human passions raging in the conflict. The repetition of the phrase in the next stanza supports this view.

Mazed.—Bewildered, affrighted. The adverb "gapingly" brings out well the natural gesture expressive of such bewilderment. He lost control of face and hand for the moment, and so "waited," or gave opportunity for the death-stroke.

Mully . . together.—Is the meaning of this line clear? Whom do you understand by the "we"? Is "as" here an adverb of time or of comparison?

The little . . drowned.—Point out the ambiguity in this sentence. What one word in it enables us to know the meaning?

As in stormy . . land.—An expressive simile. Point out the ideas suggested by the words "stormy," "river," "low-lying," as applied to the conflict.

To nod.—This expression brings out with terrible realism the ghastly spectacle.

Clash of cymbals.—The cymbal was a kind of rude musical instrument consisting of two metal plates of some peculiar shape, which were struck together to produce the sounds.

What two facts mentioned in the last stanza make up the sum of the victim's misery, and cause him to heed the weather no longer, and to wish for speedy death?

Give some account of the crusades of which this poem purports to represent an incident.

Write in your own language briefly the story of the poem, bringing out especially the force of the word "together" so often repeated.

Paraphrase the third, sixth, eighth and twelfth stanzas.

"RESPONSIBILITY OF THE TEACHER FOR CONTROL AND INFLUENCE."

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

As often as any human being makes his advent into the world, there originates a wave of influence, which flows on through the shade and sunshine of life expanding in its length and breadth—deepening in its power—increasing in its achievements according as the creative motor of its existence becomes identified with human society, as the principles of his nature and the characteristic elements of his being become recognized by his fellow man. This wave may indeed be one of those destructive and overwhelming billows that sweeps along devouring cities in its hungry rage; or it may be one of those peaceful waves that carries the richly freighted merchantman into the haven of peace and hope like the River of Egypt, capacitating the soil for the fulfilment of its destined function, making the harvest abundant and the inhabitants of the earth glad. But whether that influence be the cloud of death or the star of life, does not materially affect its magnitude which remains certain in its existence, constant in its exercise and dimensions.

We may, therefore, infer that every human being who once enters upon the avenues of human life exerts a direct and sensible influence upon mankind whether for good or for evil. It is acknowledged by observation and confirmed by experience that the magnitude of the influence of any life is determined not alone by the actions of that life, but also by the quality, intellect, and moral of the society upon which these actions reflect; as well as, by the circumference of the social sphere into which he enters and which he enjoys.

These facts being established how great must be the influence of the teacher and how mysteriously fraught with human interest must be the accompanying responsibility! The circle of his school society embraces representative characters from every class of human beings and is itself a little world, nor is the extent of his society more boundless or more wonderful than is the power of the mind which regulates it. The teacher within the limits of the school is an educational despot, "lord paramount of life and death." His government is supreme. The purity of his thoughts unquestioned, the morality of his actions, and the piety of his motives unimpeached.

In early youth, while the reasoning faculties are yet in the dawn of development, the judgment in consequence being unable to exert more than a very feeble power, the mind conceives all its ideas by a certain intricate process of idealism or as we call it imagination. From its extremely plastic and impressionable condition it is enabled to draw information from every possible source. As soon as any object is presented to the youthful mind it responds to the touch of its influence by immediately investing this object by an array of attributes, and there forms a conception of these qualities. That it almost creates its own ideas and then permits these pictures to