

loons or trousers—hanging up as if the owner had melted out of them.”—*Dr. Holmes, The Professor.*

“The word *pants* is the proper correlative of the word *gent*—the latter invariably wears the former.”—*Mr. Richard Grant White.*

Why is the use of the words *pants*, *vest*, and *gent*, considered a vulgarism?

4. Give rules for the use of *shall* and *will*.

5. Classify and give examples of the English Diminutives.

6. Derive the English names of the days of the week.

7. What is grammar?

8. What are the chief literary merits and defects of Goldsmith and Cowper?

9. State and discuss the *trade theory* which is developed by the poet in *The Deserted Village*.

10. Quote the description of the “village preacher” from *The Deserted Village*.

11. Piety has found
Friends in the friends of science, and true
prayer
Has flowed from lips wet with Castalian
dews.
Such was thy wisdom, Newton, childlike
sage!
Sagacious reader of the works of God,
And in his word sagacious. Such too
thine,
Milton, whose genius had angelic wings,
And fed on manna. And such thine, in
whom
Our British Themis gloried with just cause,
Immortal Hale! for deep discernment
praised,
And sound integrity, not more than famed
For sanctity, of manners undefiled.
All flesh is grass, and all its glory fades
Like the fair flower dishevelled in the
wind;
Riches have wings, and grandeur is a
dream,
The man we celebrate must find a tomb,
And we that worship him, ignoble graves.
—*The Task*, Book III., vv. 249-265.

(a) Explain the allusions in: *Castalian dews*; *All flesh is grass*; *Riches have wings*.

(b) Write notes on Newton, Milton, Hale, Themis.

(c) *Piety*; *celebrate*. Derive those words, and illustrate the various senses in which each may be used.

(d) Analyze the sentence “And such thine . . . undefiled,” and parse: such; thine; Hale; praised; integrity; famed; undefiled.

(e) Point out all rhetorical figures in the extract.

12. Give examples of illusive etymologies in the English language.

13. Define and give examples of the different rhetorical figures of repetition.

14. Analyze the sentence, and parse the words given in 11 (d) above.

HISTORY AND GEOGRAPHY.—ARTS, FOR PASS.

Examiner—D. R. Keys, B.A.

1. Give an account of the administrations of Robert Walpole and the elder Pitt, contrasting the private characters of the two men, and showing the influence of each on the history of England.

2. Give a detailed account of the American Revolution, making particular reference to the measures which drove the colonists to revolt.

3. Write a short history of the reign of Augustus, noticing the constitutional changes, and dwelling on the features which made his age a literary era.

4. Sketch the internal and external condition of Rome at the close of the Third Punic War.

5. Contrast Athens and Sparta as to their form of government, their literary and their political influence at the time of the Peloponnesian war.

6. Tell all you know of the life, character, and influence of Socrates.

7. Give a general description of the mountain system of Greece.

8. Locate, as accurately as you can, and give the modern names of: Ilva, the Aufidus, the Benacus, Ticinum, Panormus, Euripus, Baia, Naupactus, Eurotas, Ambracius Sinus.

9. Draw a map of any one of the following countries, showing the principal physical features and cities:—Spain, Austria, Mexico.

10. Describe a journey by rail from Toronto to San Francisco, naming the railroad lines, with the states and cities through which one would pass.