

mouth, not sufficient to supply a good model. No! the hardest though most profitable part of the lesson remains yet to be taught, namely, the doing of the work by the pupils themselves. It is on this that the teacher must lavishly spend his energy, his tact, his skill, his patience, and by dint of examples, by instruction, by illustration, by repetition, by drill, by imbuing the minds of his pupils with the spirit of the passage, lead them into rendering it, not merely with intelligence, but with all that expression of voice, tone, etc., which imparts a natural music to the words, and forms a most pleasing accompaniment to the sense.

Finally, due attention must be paid to the cultivation of taste in the delivery. The sense, the thoughts and feelings of the writer should be closely analyzed with a view to interpreting them truly to the minds of others. The moving power of the human voice over the human heart is marvellous. A cry, a sob, a groan, an exclamation of horror or delight, all mere efforts of the voice, are more powerful than words; and why? Because they are the natural expression of the deepest feelings. Here, then, is the key to good taste in reading. The voice, the tones, the stress, the inflections, the time and pauses should be natural. Nature should be followed as closely as possible. In connection with this I may remark that readers are almost as liable to err by over-stepping the bounds of nature as by not rising to the natural. Hence, not unfrequently, arises a false taste, an exaggerated, would-be impressive style of reading, which is commonly called affected. This is always offensive, and when it inopportunistically and unnaturally assumes the grandiose, it is called bombastic, and becomes positively ludicrous.

Shakespeare, the grand exponent of humanity in all its phases of weakness and of strength, that sublime teacher of language and eloquence, who has done more to advance good reading and elocution than any other writer of ancient or modern times, has, in *Hamlet's* famous advice to the players, indicated the qualities of taste in delivery, in terms beside which mine would but betray their own insufficiency.

He says to the players: "Speak the speech, I pray you, as I pronounced it to you, trippingly on the tongue," etc., etc.

## Promotion Examination.

### DURHAM COUNTY PROMOTION EXAMINATIONS, NOVEMBER 27TH, 1885.

#### DICTATION.

##### II TO JUNIOR III.

On that important Christmas eve they helped to knit some queer stockings for the neighbor's children. Edith's muffler lay beside the box of chessmen; the men being prettily carved out of ivory. Having satisfied himself, he walked out quite leisurely, and cautiously gathering all his energies, managed to reach the shanty, even against such determined obstacles. The fox, galloping along through hedge and coppice, caught and worried him to death. He thought he had best boil the porridge, and so began to grind the oatmeal.

Value 36. 2 marks off for each error.

##### JUNIOR III TO SENIOR III.

At the proper period his usual humor roused his flagging spirits. On Wednesdays and Saturdays he told riddles at a penny a yard in the neighborhood, and often volunteered the following specimens as a pennyworth. I feel convinced the fond creature, from excessive joy at its newly found freedom, was seized with a feeling doubly delightful. The night threatened to be uncomfortable, with the appearance of a heavy storm, and all felt the danger of loss by shipwreck, to passengers and traffic. He promised to bring it accordingly, in the direction of the garrison.

Value 36. 2 marks off for each error.

##### SENIOR III TO IV.

Several times he attempted suicide, but failed through the vigilance of his guards. The man's fierce humor seemed softened, and his repulsive countenance assumed a mild expression. England has long regarded her naval supremacy as indisputable, and has been rendered so confident by a series of ocean victories, that

she treated the American war with undisguised contempt. An educational system has been established, which assured to the Dominion, a prosperous and brilliant future. The deepest melancholy never impairs the promptness of his decisions or the impetuous energy of his action.

Value, 36. 2 marks off for each error.

#### GRAMMAR.

##### JUNIOR III TO SENIOR III.

1. Define: Noun, Adjective, Adverb, Conjunction, Interjection.
2. Supply suitable words to fill the following blanks, and place a bracket around each subject: (1) James, the good—fell—road; (2) will you come—house? (3) John, Tom—Fred were—boys; Is—house built—wood, brick—stone?
3. Write a sentence containing three nouns, two pronouns, one preposition, two adjectives, one adverb, one conjunction; (2) divide it into subject and predicate; (3) write over each pronoun the noun for which it stands.
4. State to what class each italicised word in the following sentence belongs: *It was a very lovely day and the school boys enjoyed their games immensely.*
5. Leave out the pronouns in the following sentences, and use instead of them, the nouns for which they stand. (1) Jane has a ball and she plays with it; (2) the master asked his scholars to hand their slates to him; (3) John said to Tom, I told you to bring your books to me.
6. Write a letter to your teacher of not less than eight lines, mentioning, among other things: (1) how long you have been in the junior third class; (2) how you like your work; (3) whether you attend school regularly or not; (4) if irregular in attendance, the cause.

Value, 10 each. Time, 1½ hours.

##### SENIOR III TO IV.

1. Define: Personal Pronoun, Limiting Adjective, Intransitive Verb, Analysis, Subordinate Conjunction.
2. Write sentences containing: (1) two proper nouns, one common noun, one verb, one preposition, one pronoun; (2) a subject modified by a noun in apposition and having an adverbial phrase in the predicate; (3) divide each sentence into subject and predicate.
3. Name the class and sub division of each italicised word in the following: (1) the man *whom you saw* in the field *yesterday* is *now* dead; (2) the *morning* lessons were prepared *without any trouble*.
4. Change the following italicised words into phrases of similar meaning, and state which kind of phrase you use in each case; (1) he *instantly* paid the hired man; (2) *John's* lessons and the words *given* are to be learned *promptly*.
5. Mention the modifiers, give two examples of each, and bracket the examples: (1) of the subject; (2) of the predicate verb.
6. Write a letter to a friend in Toronto of not less than ten lines, mentioning, among other things: (1) how long you have been in the senior third class; (2) how you like your work; (3) whether you attend school regularly or not; (4) if irregular in attendance, the cause.

Value, 10 each. Time, 1½ hours.

#### GEOGRAPHY.

##### II CLASS TO III.

1. Define, using complete sentences, Continent, Ocean, Strait, Isthmus, and Equator.
2. Draw a map of the County of Durham, and on it indicate the positions of: (1) the railroads; (2) the towns and incorporated villages; (3) two villages in each township.
3. Name: (1) the Oceans in the order of their size, the largest first; (2) the Continents that touch the Mediterranean Sea; (3) the Continents that touch the Atlantic.
4. Name, from any part of the Map of the World, and give the positions of: (1) three Islands; (2) three Capes; (3) three Rivers; (4) three Lakes.
5. Name: (1) the largest Continent in the Eastern Hemisphere; (2) the Oceans that touch Australia; (3) the Continents that touch the Indian Ocean; (4) the portions of land joined by the Isthmus of Panama.
6. Tell what you know about: (1) the shape of the earth; (2) the motions of the earth; (3) the divisions of the earth's surface.

Value, 10 each. Time, 1 hour.