

- 9 6. Write a list of Anglo-Saxon affixes denoting the person who is or who acts. Write a list of classic affixes denoting state, condition, quality.

LITERATURE.

THIRD CLASS—TIME, ONE HOUR.

* Third Reader, Page 35, Pupils to have Books.

Values.

- 10' 1. Give two meanings for *order* and *shroud* respectively.
 10 2. What is meant by "reduce sail?"
 16 3. Write other words having the same sound as *sail* and *heart*, and give their meanings.
 8 4. Point out errors in the second sentence.
 4 5. Why are the words "Fred Borders" written with capital letters?
 10 6. When are such marks as are used before and after "man overboard" used?
 20 7. Write two verses of any piece of poetry you have learned in the Third Reader.

FOURTH CLASS—TIME, ONE HOUR.

- 28 1. Tell what you know of the founding of "the North American Colonies."
 Bk. IV, page 148—"As soon as the sun—discoveries."
 16 2. Explain the meaning in which the following words are used in this passage:—colors, spectacle, expressed, naked sword, crucifix, voyage, issue, solemn, observe, crown.
 8 3. "Whom the novelty of the scene had drawn together." What scene is referred to?
 4 4. Write and give the meaning of all words pronounced like "martial."
 5 5. In what year did Columbus discover America? Why was his name not given to the continent?
 24 6. Bk. IV, page 90—"Lines on the Death of Wolfe." Render this selection into prose.
 27 7. What is the difference in meaning between peer the noun, and peer the verb,
 rail " " rail "
 row " " row "
 blow " " blow "
 bow " " bow "
 low " " low "
 chairman and charman,
 palletless and paletteless,
 castor and caster.

FIFTH CLASS—TIME, ONE HOUR AND A HALF.

- 10 1. Distinguish between a Lyric poem and an Epic poem. Name a poem of each class.
 15 2. Distinguish between a romance and a novel. Name a work of each and by whom written.
 5 3. Book V, page 422, 3, 4. To what kind of composition does this extract belong?
 15 4. What figure of speech characterizes the extract?
 25 5. Point out and expand any metaphors in the selection.
 30 6. State chief political events in the time of Pope and Dryden. Scott's "Lady of the Lake" may be substituted for the above.
 15 1. Give a sketch of Scott's life.
 10 2. Name some of his literary contemporaries and works written by them.
 5+5 3. In what meter did he write "the Lady of the Lake"? Quote examples of epiphora, anaphora, exymoron, trope, canto V, Stanzas 15 and 16.
 4+4 4. Point out personal metaphor, idoles, metonymy, epizeuxis.
 10+2 5. Trace the following words to their origin:—invulnerable, tough, recreant, reclived, desperate, sheath, relaxing, heath, dreadful, grasp.
 10 6. Quote examples from these stanzas to show how new words are formed.
 4 7. —But-hate; state the effect of the dash and conjunction.

COMPOSITION.

SECOND CLASS—TIME, ONE HOUR.

- 20 1. Where should capital letters be used?
 50 2. Write a short description of the "horse:"
 1st. State in what countries the animal is found.
 2nd. Describe its appearance.
 3rd. Tell its principal uses.
 80 3. From the following words write a sentence:—dog, tail, legs, ears, bread, has, four, and, meat, the.

THIRD CLASS—TIME, ONE HOUR.

- 85 1. Write a short description of "Bread:"
 (1) State its uses.
 (2) " " varieties.
 (3) " " preparation.
 80 2. Combine the following elements into one sentence:
 The moon shone through the opening at the mouth of the creek.
 I had entered the forest by this creek.
 I darted towards it like an arrow.
 I considered this the best means of escape.
 15 3. Correct where necessary:
 Beter than grandure, better than goald,
 than ranck or titts a hunderdfold,
 is a Helthful boddy, a mind at ese,
 and simple plesura that always pleas.
 18 4. Write two declarative, two interrogative, and two imperative sentences.
 12 5. Where should periods be used.

FOURTH CLASS—TIME, ONE HOUR.

- 25 1. Write a description of "gold":
 State (1) its species, (2) its distribution, (3) its properties, (4) its uses.
 25 2. Book IV, page 46—The officers . . . sentiment. Rewrite this passage, substituting for the following words their meaning: concurred, opinion, authority, private, tumultuously, expostulated, tack, perceived, recourse, rekindle, zeal, expedition, extinguished, generous, sentiment.
 18 3. Write two complex declarative, two complex interrogative, and two complex imperative sentences.
 12 4. State when the semicolon and the comma should be used. Write a sentence requiring a comma, a semicolon, and a mark of interrogation.
 20 5. Write a letter of at least ten lines to a friend giving an account of how you spent last Xmas. (Form, spelling, simplicity, conciseness, neatness, and punctuation to be taken into account.)

FIFTH CLASS—TIME, ONE HOUR AND A HALF.

- 12 1. State the kinds or classes of prose and poetic composition respectively.
 12 2. State the qualities of good prose composition.
 24 3. Define unity and clearness of style in a sentence, and state at least three rules for preserving each.
 80 4. Criticise Fifth Reader, page 255 (whole extract).
 I. What sentence marks transition from admiration to sarcasm?
 II. What figures are employed in the first two sentences? Are they consistent or congruous?
 III. What figure of construction in sentence three?
 IV. What expression in sentence nine is inconsistent with the lofty sentiment of the passage?
 V. What expression in sentence ten is epigrammatic?
 20 5. Write on the subject "Truthfulness," stating (1) A definition of it, (2) its aspect, (3) its applications, (4) its effects.

WRITING.

- 1st class, Book I., part II., page 56 "Wicked.....homes."
 2nd " " II., " 127 "When he awoke...succeed."
 3rd " " III., " 74 "Upon the banks...West."
 4th " " IV., " 108 "In the year.....46,000."
 5th " " V., " 82 "In the suburbs...people."

Pupils are to have their Readers for this exercise, but the passage is to be written only once. Shading need not be marked for. Slope, uniformity in size and in proportion of letters to be considered principally.