

Then, then, ye ocean-warriors!
Our song and feast shall flow
To the fame of your name,
When the storm has ceased to blow;
When the fiery fight is heard no more,
And the storm has ceased to blow.

- (a) Write explanatory notes on "bulwark", "steep", "thunders", "native oak", "quells", "meteor flag", "Shall yet terrific burn", "danger's troubled night", "the star of peace", "Our song and feast shall flow", "fiery fight".
- (b) Who is "Britannia" and why does she need "no bulwark, no towers along the steep"?
- (c) What does the poet really mean in ll. 2 and 4?
- (d) Express in simple language the meaning of ll. 5-10.
- (e) Why not "will burn" and "departs"?
- (f) What other expressions are there in the poem for "the flag of England", and "ocean-warriors"?
- (g) Where in these stanzas does the sound of the words resemble the meaning?
- (h) What feelings should be expressed in reading these stanzas?

2. Poor Tom! the first and bitterest feeling, which was like to break his heart, was the sense of his own cowardice. The one vice which he loathed above all was brought in and burned in on his own soul. He had lied to his mother, to his conscience, to his God. How could he bear it? And then the poor little weak boy, whom he had pitied and almost scorned for his weakness, had done that which he, scraggart as he was, dared not do.

The first dawn of comfort came to him in vowing to himself that he would stand by that boy through thick and thin, and cheer him, and help him, and bear his burdens, for the good deed done that night. Then he resolved to write home next day and tell his mother all, and what a coward her son had been. And then peace came to him as he resolved, lastly, to bear his testimony next morning. The morning would be harder than the night to begin with, but he felt that he could not afford to let one chance slip.

- (a) What is the subject of each of the above paragraphs?
- (b) Give for each of the following a meaning that may be put for it in the above: "was like to break his heart", "braggart as he was", "he would stand by that boy through thick and thin", "to bear his testimony".
- (c) Distinguish between "loathed" and "disliked", "scorned" and "despised", and "peace" and "comfort".
- (d) Write explanatory notes in each of the following expressions: "burned in on his own soul", "the first dawn of comfort", "bear his burdens".
- (e) Tom's "first and bitterest feeling" was "the sense of his own cowardice": what other bitter feelings had he afterwards?
- (f) Tom had protected Arthur: explain how he felt himself to have been guilty of cowardice? How had "poor, little, weak" Arthur shown himself to be braver than Tom?
- (g) Why should the morning be harder to begin with than the night?
- (h) The lesson to which the above passages belong is sometimes called "Tom Brown's Heroism", and sometimes "Dare to do Right": state what you think of the fitness of these titles.
- (i) What lessons for our guidance in life may we learn from the story of Tom Brown as told in your Reader?

3. Quote from the passages you have memorized one containing one or more noble thoughts, and give its meaning in your own words.

ORTHOGRAPHY AND ORTHOËPY.

Examiner—J. E. Hodgson, M.A.

NOTE.—Twenty-five of the fifty minutes allowed for this subject are to be allotted to A which is to be read to the candidates three times—the first time to enable them to collect the sense; the second time, to enable them to write down the words; and the third for review. At the end of the twenty-five minutes, the Presiding Examiner will distribute B among the candidates, who will, after writing their answers, fold them and hand them in with their work under A. Two marks are to be deducted for each mistake in spelling, and one for each mistake in pronunciation.

A.

The fine English cavalry then advanced to support their archers, and to attack the Scottish line. But coming over the ground which

was dug full of pits, the horses fell into these holes, and the riders lay tumbling about, without any means of defence, and unable to rise from the weight of their armour.

The bracing keenness of the mountain air, while it invigorates, lends lightness and buoyancy to the steps in ascending the steep ascent.

European, oblique, complete, sieze, vacancy, retrieve, legible, cautious, jealousy, curable, leisure, Wednesday, February, initial, falsify, similarly.

B.

Indicate fully the pronunciation of the following words:—Towards, campaign, incomparable, baptist, barrel, auxiliary, anticipate, aisle, indict, indisputable, inhospitable, forecastle, ewe, choir, toll, humor.

Accentuate the italicised words in the following:

The convict was sentenced to twenty lashes.

The imports exceed the exports.

James was a gallant in his manners.

The lawyer entered a protest.

The conflict continued three days.

The refuse was removed during the night.

Educational Notes and News.

Mr. Joseph Smirle has been engaged at Morewood as principal.

About 60 candidates presented themselves at Morrisburg for the Art Examination.

Mr. Wm. Empey has been engaged at Cass Bridge. His assistant is Miss Jessie Everets.

Miss McCord, of Belmont, is engaged to teach the third division of the Springfield school.

The veteran teacher, Mr. Patrick Jordan, teaches this year in the eighth concession of Winchester. This is his thirty-fourth year as teacher.

The staff of Chesterville Public School consists this year of Mr. J. Stuart Carstairs, principal, and Mr. W. A. Brown, and Miss Maggio Gillespie, assistants.

The Brighton High School, of which S. T. Hopper, B.A., is head master, has an average attendance of 57 pupils, being 19 more than at corresponding period last year.

Andrew Broder, Esq., M.P.P., for Dundas Co., offers a ten dollar gold piece for competition at West Winchester, at next Entrance Examination. Candidates must not exceed 15 years of age.

The Minister of Education has arranged that a candidate may apply for both second and third class certificates next July, although there is no special regulation on the subject.—St. Thomas Times.

Miss Laura W. Sharpe, of Pleasant Vale, Cavan, is teaching near Bethany. Miss Sharpe secured a Second Class Grade A Certificate, at the July Examination, 1884, and was one of those highly recommended at the Ottawa Normal School, last term.

John McBride, M.A., Toronto University, B. Sc., Victoria College, formerly headmaster of Newcastle, Port Rowan, and Richmond Hill High Schools, has been engaged as mathematical master of Stratford Collegiate Institute till midsummer.

Mr. Joseph Snell, who attended the Toronto Normal School, last term, has taken a place on the Collingwood Collegiate Institute staff of teachers. Mr. Snell holds a First Class Provincial Grade A Certificate, secured last summer. We congratulate him on his appointment and wish him every success.

Not one child in a thousand cares whether he uses language grammatically correct or not. But all children like to listen to stories and like to look at pictures. Give them, then, the stories and the pictures—and by natural methods encourage them to tell what they have seen or heard. The stories and pictures give them ideas, while the effort to tell what they see or hear, gives them facility in the use of language.—Robt. C. Metcalf.

These excuses for absence was recently handed in, at one of our city schools: "Please excuse John from being absent from his mother." Another was: "I kept Charlie at home this morning fore I kneaded him." The teacher's sympathies were aroused for Charlie when the second excuse came: "Whenever Charlie stays out I always knead him." Another gem was addressed,— "To the Honorable Teacher of Samuel's Class—My sonne had a breakin' out so I kep him in."