

are 8 inches apart, how many boards 12 feet long and 9 inches wide will be required to make 60 feet of fence?

2. $\frac{1}{4}$ of a class failed in grammar, $\frac{2}{3}$ of the remainder failed in arithmetic, and the remainder 15 passed; how many in the class?

3. How many yards of carpet 24 inches wide are required to carpet a floor 18 ft. 9 in. long and 14 ft. wide?

4. What number increased by $\frac{1}{3}$ of itself, and then by $\frac{2}{3}$ of $\frac{1}{3}$ of itself, gives 120?

5. Reduce $\frac{3}{4}$ of $\frac{1}{2}$ of a mile to the fraction of $\frac{1}{8}$ of $\frac{3}{4}$ of 8 miles.

6. A farmer exchanged 48 loads of wood, each containing $\frac{3}{4}$ cord at \$4.50 per cord, for an equal number of bushels of potatoes at 55c a bushel, and of oats at 26c a bushel; how many bushels of each did he receive?

7. A drover paid \$5 a head for $\frac{1}{3}$ his flock, \$4 a head for $\frac{1}{4}$ the remainder, and \$6 a head for the rest; the flock cost \$810; how many sheep in the flock?

8. A person paid \$67 for sheep, giving \$5 a head for good ones and \$8 a head for poor ones; how many of each did he buy?

FIFTH CLASS—TIME, TWENTY MINUTES.

1. What is the time if $\frac{3}{4}$ of the time past midnight plus $1\frac{1}{2} = \frac{2}{3}$ of time to midnight?

2. The interest on a sum of money for a certain time is \$80, the discount for the same time is \$60; find the sum of money.

3. If a person walks at 4 miles an hour, and rides back at 6 miles an hour, how far may he walk that by riding back he may be gone $2\frac{1}{2}$ hours?

4. Sold $\frac{1}{2}$ my goods at a gain of 30 per cent., $\frac{1}{4}$ at 28 per cent. gain, the balance at 16 per cent. loss; what per cent. on the cost was made by the whole transaction?

5. Two numbers are to each other as 9 : 16, and $\frac{1}{2}$ of their difference is $\frac{1}{3}$ a third number; the sum of the three numbers is 185; find them.

6. The discount on a sum of money for a given time at a given rate is to the interest on the same sum for the same time and rate as 10 is to 11; find the rate.

7. If \$5 be the interest on \$80 for a given time and rate, what should be the discount off \$80 for twice the time?

8. The cubical contents of a box are $71\frac{1}{2}$ ft., the depth is $\frac{1}{2}$ the length, and the width $\frac{1}{4}$ as much again as the depth; find the dimensions.

GRAMMAR.

THIRD CLASS—TIME, ONE HOUR AND A HALF.

Values.

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| 5 | 1. How do you know the word "spectators" has three syllables? |
| 6 | 2. Define common and abstract nouns. Give examples. |
| 18 | 3. What affixes are used to denote "feminine gender"? State the gender of lady, goose, ox, farmer, infant, brother-in-law, witches. |
| 4 | 4. Define preposition, pronoun. |
| 25 | 5. Analyse, giving Gram. Sub. Comp. Gram. Pred. Comp. Extension. The sailor wrapped her in his cloak. What's that? Delighted with his present the child ceased crying. By his keenness of scent he discovered the game. Once there were five peas growing in one pod. |
| 17 | 6. Tell the parts of speech in the first sentence on page 157 III reader. (Write the words in one column, then opposite each word in another column write the part of speech.) |
| 5 | 7. Write the future perfect indicative active of "Strike." |
| 20 | 8. Write the correct form of each of the following sentences:
Neither John or James were there.
Exercise is good for both you and I.
Who did he tell the story to?
He is the most happiest boy I ever saw. |

FOURTH CLASS—TIME, ONE HOUR AND A HALF.

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| 8 | 1. When are <i>w</i> and <i>y</i> consonants? When are they vowels? |
| 8 | 2. Define substantive pronoun, comparative degree, participle. |
| 5 | 3. Give plurals of knife, dwarf, die, volcano, appendix. |
| 5+2 | 4. What is the origin of the possessive case in 's? How is the possessive formed when the word ends in s? |

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| 17 | 5. Analyse "The Jews would not tread upon the smallest piece of paper in their way, but took it up, for possibly, say they, the name of God may be on it." |
| 17+2 | 6. Parse the following: "And who is he that will harm you if ye be followers of that which is good?" 1 Peter III 18. |
| 16 | 7. Write four rules of syntax and one sentence illustrating each rule. |
| 15 | 8. Correct or justify the following giving reasons therefor:
Any word that will conjugate is a verb.
The two logs bound with a chain fell into the river.
But she fell alauding like one out of her mind.
I had several men died in my ship of yellow fever.
It could not have been her. |

FIFTH CLASS—TIME, ONE HOUR AND A HALF.

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| 6 | 1. How many parts of speech are there in English? Explain the names they bear, and show how these names express their real character. |
| 9 | 2. Mention nouns (1) that have no singular; (2) that have two meanings in the singular and one in the plural; (3) that have two meanings in the plural and one in the singular. |
| 12 | 3. What is the difference in <i>do</i> in the following sentence: "This will do," "I will do the work." Criticise the following: "It is unfortunate that this paper did not end, as it might have done, with the former period." |
| 12 | 4. State the sequence of tenses. Criticise:
"Some who the depths of eloquence have found,
In that unnavigable stream were drowned." |
| 10 | 5. Explain the use of the Present Indefinite Tense and of the Past Indefinite Tense. |
| 15 | 6. Criticise the following sentences, giving reasons either for justifying the construction or for correcting it:
Whom do men say that I am?
I must use the freedom I was born with.— <i>Massinger</i> .
Thou, Nature, partial Nature, I arraign.— <i>Burns</i> .
The province of Gaul seems and indeed only seems an exception to this universal toleration.— <i>Gibbon</i> .
"The ten first chapters of the book were interesting very; the remaining was dull." |
| 20 | 7. Analyse page 475, Bk. V. And there in mire * * * unhorsed the Duke of Chaumont.— <i>Shakespeare</i> . |
| 16 | 8. Parse "this," "space," "that," 1. 2, "being," 1. 4, "plays," 1. 3, "as," 1. 9, "thus," 1. 10, "at," 1. 11. |

ETYMOLOGY.

FOURTH CLASS—TIME, ONE HOUR AND A HALF.

Values.

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| 24 | 1. To the following words add prefixes denoting rest or motion before or after a place or point of time. Also give the primary and secondary meaning of the words arm, tell, past, chamber, physics, meridian, script, date. |
| 20 | 2. State and illustrate by examples the changes the following prefixes undergo for the sake of euphony: ad, ob, in, pre. |
| 14 | 3. Distinguish between the uses of the affixes ary, ory, er, er, or; able, ible. |
| 20 | 4. Give meaning of the following roots: give two derivative from each with their meanings; the words given are not to be modifications of one another: ang, facio, caput, dico, cor. |
| 20 | 5. Analyse domicile, divination, increment, nonentity, hostler. |

FIFTH CLASS—TIME, ONE HOUR AND A HALF.

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| 15 | 1. Analyse eulogy, catarrh, energy, parallel, epitaph. |
| 16 | 2. Distinguish by their etymology, dissimulation from dissimulation, sanitary from sanatory. |
| 20 | 3. State the origin of maudlin, meander, pander, sardonic, sandwich. |
| 20 | 4. State at least four ways in which words are introduced into our language. |
| 20 | 5. Form at least two words from each of the following roots, giving the primary and secondary signification: stichon, ostern, horreo, joens, tonor. |