

has been secured; and, by means of two well-marked instances, shew how the quality of Melody has been secured.

II.

1. Point out what you consider the five chief defects in the literary form of either (a) or (b).

2. Rewrite either (a) or (b) in good literary form, using indirect narration in the case of (b):

(a) King Alfred, who was the most learned of the English, while quite a youth had visited the Southern European countries, and had observed closely their manners, and he was conversant with the learned languages, and with most of the writings of antiquity. His superior knowledge created a certain degree of contempt for the nation he governed in the mind of the king, who had small respect for the information or intelligence of the great national council, the Assembly of Wise Men, and was full of the ideas of absolute power which so frequently recur again and again in the Roman writers. Having an ardent desire for political reforms in the state, he framed infinite plans, which we may perhaps concede were better in themselves than the ancient Anglo-Saxon practices they were destined to replace, but wanting that essential and indispensable requisite, the sanction of a people, who neither understood nor desired them. Some severe features of Alfred's government have vaguely been preserved by tradition; and they used to speak of the excessive rigour he applied to the punishment of evil judges long after his death, which severity was far from agreeable to a people who valued the life of a freeman at that time more highly than regularity in the administration of public affairs, although it had for its object the good of the Anglo-Saxon nation.

(b) Mr. Clarke relates the following anecdote: "It was my father's usual custom to hear me repeat to him the lesson I was learning and expected to say the next morning at school when I was a boy. I was learning my Greek grammar at the time I refer to, the part which I had to repeat being the active voice of the verb; and I went up to

him just before bed-time as usual; but, although I started well, I could not say it, and was sent to bed in disgrace. Going his rounds, as my father always did with much uniformity, to the children's bed-rooms, to see that all was right, and coming as usual to my room, and hearing my voice, it was soon plain that I was talking in my sleep, in fact, conjugating the verb, to which he listened attentively till I had gone through it all without a mistake. Coming down next morning, he summoned me to say my lesson, but I was ignorant of it as I had been the night before; and though he told me, which he did to encourage me, that he had heard me say it quite perfectly in my sleep, I was still unable to say my lesson."

III.

Candidates will write on any one subject.

(a) The Final Scene at Waterloo: The charge of the French Reserves; their reception by the Guards; the result.

(b) The Trial by Combat: The preparations; the combat; the victor's treatment.

(c) A Real or Imaginary Visit to a Friend (described in the form of a letter). The journey; his home and the surrounding grounds; a fishing or boating excursion and a slight accident connected therewith; the return home. Insert any other items of interest you please.

ENGLISH POETICAL LITERATURE.

NOTE.—Candidates will take Sections IV. and V., and any one of Sections I., II. and III.

I.

Portia. The quality of mercy is not strain'd
I crave the law,
The penalty and forfeit of my bond,

1. Shew how this extract is connected in sense with the preceding context.

2. Explain fully the meaning of the italicized expressions, and the different points of the contrast indicated by "But," l. 10.

3. Outline the appeal which Portia makes "to mitigate the justice" of the Jew's "plea." Explain why she makes this appeal, when, as the result shows, it was unnecessary; justify your answer.

4. Shew, by means of five well-made