

7. Point out and explain any figures of speech.

8. Distinguish inflection, derivation and composition, and select an example of each from (a)

9. Is *wast* in line 1 of (a) notional or relational? Why?

10. Account for *shalt* rather than *wilt* in l. 2 (a).

11. Expand, "Born of thy strength" into a clause.

12. Point out an example each of "Adverbial objective," "indirect object," "an adjective used predicatively."

13. Write sentences using *think* and *dream* as transitive verbs.

14. Write sentences using *before* as a conjunction, *day* as an adjective, *blind* as a verb, *halt* as a noun, *little* as an adverb.

15. Form adjectives from *mother*, *majesty*, *flower*, *age*, *gold*, *thought*.

16. Form nouns from *long*, *wander*, *broad*, *dull*, *weary*, *grow*.

FOR ENTRANCE AND JUNIOR CLASSES.

1. Analyze the following simple sentences :

(a) All *day* the dreamy sunshine steeps

In gold the *yellowing* beeches.

(b) Its blood-red wine the sumach spills,

Deep *hues* of carmine *showing*.

(c) The birch stands *like* a *Dryad* fair

Beneath her golden tresses.

(b) Now *by* great marshes *wrapt* in mist,

Or *past* some river's mouth,

Throughout the long still autumn day

Wild birds are flying *south*.

2. Parse the italicized words in (a), (b), (c) and (d).

3. Divide the following passages

into clauses, write out each in full separately and tell its kind and where necessary its relation.

(a) And the otter-trappers found me,

Before the break of day,

With my dark hair blanched and whitened

As the snow in which I lay.

But they spoke not as they raised me ;

For they knew that in the night

I had seen the shadow-hunter

And had withered in his blight.

(b) The heart that watched through those drear autumn nights,

The wide, dark sea, and man's new empire sought,

Alone, uncheered, hath wrought a deed sublime,

Which, like a star behind the polar lights,

Will shine through splendors of man's utmost thought

Down golden eras to the end of time.

The following attempt to classify and illustrate the chief uses of the subjunctive mood is submitted in the hope that it may prove of some service to students and young teachers. No claim of originality is made for it, and discussion and criticism are freely invited :

I.—The subjunctive present may be used to express :

(1) A wish, prayer or imprecation, as :

Long *may* it wave ! Happy *be* thy dream ! God *bless* you ! *Perish* the thought ! Cursed *be* Canaan ! Woe *be* to the man ! Ill *betide* the fatal year.

(2) A direction, caution or resolution, as :

See that an opportunity *be* given to each one. Beware lest it *be* too late. Take care that he *do* not see