

4. "If it were." Is "were" correct here? Why? Give if you can, with examples, some rule or principle to determine when to say "If I (he) (it) were," and when to say "If I (he) (it) was."

5. Classify the finite verbs as Transitive or Intransitive and justify your answers in each case.

6. "Lay." What is the subject of this verb? Account for its position.

7. Give all the other inflected forms of the verbs "lay," "hid," "bears."

8. "As he remembered." Substitute (1) a phrase, (2) a word for this clause.

9. "Like other lakes." Substitute a clause for the phrase? What objections are there to passing "like," as a conjunction, or as a preposition? Account for the objective which follows it, as in "he looks like *me*."

10. Form adjective from "mass," "colour," "wave," "heaven," "fire," "tributary," "ocean."

11. Form nouns from "remember," "sullen," "unlike," "remain," "fish."

12. Give as many English derivative words as you can with the same roots as "quality," and "eruption,"

13. Point out any examples of parallel construction in the sentence.

14. "Sends not a tribute to the ocean." Point out, name, and explain the figure in this clause, and then express the thought without figurative language.

15. What sea and what cities are meant?

Ah! what would the world be to us,
If the children were no more?
We should dread the desert behind us
Worse than the dark before.

What the leaves are to the forest,
With light and air for food,
Ere their sweet and tender juices
Have been hardened into wood,—

That to the world are children;
Through them it feels the glow
Of a brighter and sunnier climate
Than reaches the trunks below."

1. Select, write out in full, classify, and give the relation of all the subordinate clauses.

2. Classify and give the relation of the following words: "what" (l. 1), "more" (l. 2), "worse," "before," "what" (l. 5),

"with," "ere," "that," "reaches," "below."

3. Select from the last four lines all the words that show inflection.

4. Justify the use of "should," instead of "would" in l. 3. "Ah!" On what grounds have interjections been denied a place among the parts of speech?

5. Write sentences giving "no," "desert," "for," "ere," "through," "glow," a different grammatical value from that which they have in the passage.

"Shut in from all the world without,
We sat the cleaned-winged hearth about,
Content to let the north wind roar
In baffled rage at pane and door,
While the red logs before us beat
The frost-line back with tropic heat;
And ever, when a louder blast
Shook beam and rafter as it passed,
The merrier up its roaring draught
The great throat of the chimney laughed.
The house-dog on his paws outspread
Laid to the fire his drowsy head;
The cat's dark silhouette on the wall
A couchant tiger's seemed to fall;
And for the winter fireside meet,
Between the andirons straddling feet,
The mug of cider simmered slow,
The apples sputtered in a row,
And, close at hand, the basket stood
With nuts from brown October's wood.

—Whittier's "Snow-Bound."

1. Select, write out, classify and give the relation of the subordinate clauses.

2. Show by examples what other kinds of subordinate clauses *as* and *when* may begin.

3. Give the detailed analysis of the first two principal clauses.

4. Classify the following words and give their grammatical relation: *shut, without, about, content, ere, the, merrier, up, outspread, meet, slow, close*.

5. Show, by using them, that each of the words mentioned in 4 may perform a different function, and give the classification in each case.

6. Classify the finite verbs (a) as transitive and intransitive; (b) of the old conjugation or of the new.

7. Select examples of as many different kinds of inflection as you can find in the passage.

8. Select all the compound words, distin-