

compass, so will many secrets of nature and art remain undiscovered without a more perfect knowledge of the understanding, its uses, and ways of working.—*Bacon's Great Instauration, Preface.*

ENGLISH GRAMMAR.

I. *Cor.* Shall remain I—
Hear you this Triton of the minnows? mark you
His absolute *shall*?

Com. 'Twas from the canon.
Cor. *Shall*!

O good, but most unwise patricians, why,
You grave, but reckless, senators, have you
thus

Given Hydra here to choose an officer,
That with his peremptory *shall*, being but
The horn and noise o' the monsters, wants
not spirit

To say he'll turn your current in a ditch,
And make your channel his? If he have
power,

Then veil your ignorance: if none, awake
Your dangerous lenity. If you are learned,
Be not as common fools; if you are not,
Let them have cushions by you. You are
plebeians,

If they be senators; and they are no less,
When, both your voices blended, the great-
est taste

Most palates theirs. They choose their
magistrate;

And such a one as he, who puts his *shall*,
His popular *shall*, against a graver bench
Than ever frown'd in Greece! By Jove him-
self,

It makes the consuls base! and my soul
aches

To know, when two authorities are up,
Neither supreme, how soon confusion
May enter 'twixt the gap of both, and take
The one by the other.

—*Coriolanus, Act iii., scene i.*

(i.) Parse *Hydra here to choose*, l. 10; *with*,
being but, l. 11; *horn*, l. 12; *to say*, l. 14;
channel his, l. 15; *voices*, l. 23, 24;
theirs, l. 25; *By*, l. 29; *It*, l. 31; *To know*,
l. 33; *Neither*, l. 34.

(ii.) Analyze fully from "They choose
their magistrate," l. 25, to "Greece," l. 29.

(iii.) Explain the force of *with*, l. 11.

(iv.) *He'll turn your current in a ditch*,
And make your channel his, ll. 14 and 15.
Between whom is a comparison made in these
words?

(v.) Scan ll. 8 and 12.

(vi.) Derive *absolute*, *officer*, *spirit*, *current*
power, *neither*, *betwixt*, *other*, *then*, *than*,
when, *such*.

2. Distinguish, according to Mason, be-
tween verbs of complete and verbs of in-
complete predication. Criticise his views
on this subject.

3. Give a full account of the functions of
words ending in *ing*.

4. Distinguish the different sounds repre-
sented by the letter *e* in the English language,
exemplifying each by giving at least three
words in which it occurs.

5. Correct the following selections:—

"Some teach the alphabet at the first be-
fore teaching the pupils to read. By doing
this it makes the pupils dull as it will take
considerable in teaching them representatives
of something they know nothing of, whereas
if the word is taken as a whole being a
representative of something that pupils are
familiar with for instance if the pupil is told
that OX stands for ox, they will quite easily
remember this for they are quite familiar with
the animal called 'ox' and this is repre-
sented by the word 'ox.'

"When the child starts first to read he
ought not to be taught that OX is *ox* because
the letters OX spell ox; he will learn the
spelling accidentally with the reading; but
he ought to have a picture of an ox shewn
him and then told that the word 'ox' is ox,
he will remember this like he does the
picture, because it is but a picture of a word.

"This method I consider a very poor one
as a child knows a great many words before
it comes to school and wants to be taught
the formation of these words, that is going
so far from the known to the unknown and
then breaking up the word into its parts is
again a second step from the known to the
unknown, while the method stated is begin-
ning with an unknown leading them in the
dark to, perhaps, a known, or perhaps an
unknown."

6. "In this point charge him home, that he
affects
Tyrannical power. If he evade us there,
Enforce him with his envy to the people.
And that the spoil got from the Antiates,
Was ne'er distributed."

(i.) Analyze fully.

(ii.) Parse "home."

7. Accentuate *exorcist*, *clematis*.