

5. By means of the most marked examples in 3 and 4 above, show how the poet secures (a) lingual melody, (b) vividness of presentation, and (c) force of expression. (Value 3×3=9).

6. Verse, a brood mid blossoms straying,
Where Hope clung feeding, like a bee—
Both were mine! Life went a maying
With Nature, Hope, and Poesy,
When I was young!
When I was young!—Ah, woful When!
Ah! for the change 'twixt Now and Then!
This breathing house not built with hands,
This body that does me grievous wrong,
O'er aery cliffs and glittering sands,
How lightly then it flashed along:—
Like these trim skiffs, unknown of yore,
On winding lakes and rivers wide,
That ask no aid of sail or oar,
That fear no spite of wind or tide!
Nought cared this body for wind or weather,
When Youth and I liv'd in't together.

Flowers are lovely; Love is flower-like;
Friendship is a sheltering tree;
O! the joys that came down shower-like,
Of Friendship, Love, and Liberty.

Ere I was old.
Ere I was old?—Ah, woful Ere,
Which tells me, Youth's no longer here!
O Youth! for years so many and sweet,
'Tis known, that thou and I were one,
I'll think it but a fond conceit—
It cannot be that thou art gone!
Thy vesper-bell hath not yet toll'd:—
And thou wert aye a masker bold!
What strange disguise hast now put on,
To make believe that Thou art gone?
I see these locks in silvery slips,
This drooping gait, this altered size:
But springtide blossoms on thy lips,
And tears take sunshine from thine eyes!
Life is but thought: so think I will
That Youth and I are house-mates still.

(a) Develop the significance of each point in the metaphors and similes in ll. 1-5, 12-15, and 18-22. (Value 18).

(b) Explain clearly the meaning of ll. 25-38. (Value 10).

(c) Give in a few sentences, without the poet's amplification, the meaning of the above extract, adding the substance of the lines that follow, and explaining fully the meaning, and the relation to the context, of

Dewdrops are the gems of morning,
But the tears of mournful eve.

(Value 10).

(d) State the chief shades of feeling that should be expressed in reading the above, showing the significance of the noteworthy punctuation marks in ll. 2-7 and 25-30. (Value 8).

(e) What passage in the above extract seems to you to be the finest? Assign reasons for your answer. (Value 6).

GEOGRAPHY.

Examiner—J. J. Tilley.

NOTE.—Candidates will take only 6 questions, but of these the first and sixth must be two.

Questions of equal value.

1. Compare the natural commercial advantages of the different continents.

2. Name the different functions fulfilled by mountains, in the economy of nature.

3. Describe the Trade Winds and account for their existence.

4. Account for the difference between the climate of Labrador and the climate of Ireland.

5. Where are the following and with what events are they associated in history:—Coruna, Tel-el-Kebir, Vicksburg, Ridgeway, Orleans, Londonderry, Shrewsbury, Sedan?

6. Between what principal towns and cities in Ontario and in the United States is commerce carried on and what commodities are exchanged?

7. (i) Account for the variation in the length of our days and nights.

(ii) At 12 o'clock P.M. of midsummer to an observer 23½ degrees from the North Pole, where will the sun be?

(iii) If a man were to travel around the earth in just one year, in what direction must he go to have 366 days in that year? Explain.

8. Where and for what noted are:—Palermo, Basle, Hull, Odessa, Toulon, Cardiff, Bologna, Cracow, Nottingham, Cronstadt, Funchal, Tiflis, Mandalay, Beyrout, Lahore, Balkh, Tokio, Fez, Monrovia, Auckland?

HISTORY.

Examiner—Jus. F. White.

NOTE.—Only six questions are to be answered; of these 7 and 8 must be two.

1. State in detail the great changes that marked the Revolution of 1688-9. (Value 16).

2. Give an account of Marlborough, showing his character, the objects for which he fought, the nations allied against him, and the results of his wars. (Value 16).

3. Describe the social, political, and intellectual condition of England under Anne. (Value 16).

4. Write a paper on the life and times of Chatham. (Value 16).

5. Trace the growth of British power in India under George II. and George III. Relate with especial fulness the parts played by Clive and Hastings. (Value 16).

6. Sketch the literary history of England in the early part of the 19th century. Refer especially to the life and work of Coleridge. (Value 16).

7. Describe the Constitution of the branches of the Dominion Government. What are the powers and functions of the Parliament of Canada as distinguished from those of the Provincial Legislatures? (Value 18).

8. Give the chief causes and the effects of the Rebellion of 1837. (Value 18).

Practical.

"EXAMINATIONS."

BY E. M. LUTZ.

This is the name of one of the greatest bugbears in our public schools,—not so much from any doubt of their value, since, in spite of all the hue and cry against them, it must be admitted that some such test is a necessity in graded schools, but because of the many difficulties connected with them.

The examination itself was never my trouble, but the examination of the examination,—in other words, the correction of examination papers,—not alone for the labor it entailed, which is considerable, but because I could not help feeling that both my labor and theirs had failed of its real object when pupils found it so hard to understand why they "were only 70, when they were sure they answered every question." At length, partly from suggestions heard at different times, and from my own experience, I adopted the following plan of dealing with these papers. It is simpler than any I have heard of, and proves very satisfactory to me.

First: The questions are written on the board and numbered, the answers being numbered to correspond.

Second: After the answers are written out, the papers are collected and redistributed, taking care that near neighbors do not get each others, and that the poorest pupils get the best work.

During the work of correction the pupils refer freely to the textbooks. Any answer which fully covers the ground of the question, whether it is found just so in the book or not, is accepted; my instructions, to each one, being to correct that paper exactly as if it were yours. When they have finished looking them over, the papers are returned to the owner, and if upon examination he thinks the answer is marked wrongly, he appeals to me. After he has carefully consulted the answer in the book on each question in correcting the paper he held, he is not nearly so apt to find fault with his own.