

Speed on the ship!—but let her bear
No merchandise of sin,
No groaning cargo of despair
Her roomy hold within;
No Lethæan drug for Eastern lands,
No poison-draught for ours;
But honest fruits of toiling hands
And Nature's sun and showers!

- (a) What is meant by calling the poem to which these stanzas belong, "A Song of Labor"?
 - (b) Explain "snowy wing", "shall fan", and "aside".
 - (c) Why does the poet mention "the frozen Hæbrydes" and "sultry Hindostan", and "mart" and "main"?
 - (d) Distinguish "mart" and "market", and "main" and "son".
 - (e) What is meant by calling the *flag* "peaceful"?
 - (f) What is "the chain of commerce"? Why is it called "silken", and how can the ship help to wind it?
 - (g) How is l. 10 connected in sense with what follows?
 - (h) Explain the meaning of each of the following expressions, bringing out the full force of the italicized words: "Speed on the ship!", "groaning cargo of despair", "Lethæan drug", "poison-draught", "honest fruits".
 - (i) What synonym does Whittier use in the poem for "Eastern lands"? How does he explain in the next stanza, ll. 15-16?
 - (j) Name the emphatic word in ll. 1, 3, 4, 9, and 15, and show where the pauses should be made in ll. 5-9. What feeling should we express in reading these stanzas?
 - (k) What lessons, for our guidance in life, may we learn from "The Shipbuilders"?
2. There was a frankness in my uncle Toby,—not the effect of familiarity, but the cause of it,—which let you at once into his soul, and showed you the goodness of his nature. To this there was something in his looks, and voice, and manner superadded, which continually beckoned to the unfortunate to come and take shelter under him; so that, before my uncle Toby had half finished the kind offers he was making to the father, the son had insensibly pressed up close to his knees, and had taken hold of the breast of his coat, and was pulling it towards him. The blood and spirits of Le Fevre, which were waxing cold and slow within him, and were retreating to their last citadel, the heart, rallied back! The film forsook his eyes for a moment; he looked up wistfully in my uncle Toby's face, then cast a look upon his boy. And that ligament, fine as it was, was never broken!
- Nature instantly ebbed again—the film returned to its place—the pulse fluttered—stopped—went on—throbbed—stopped again—moved—stopped. Shall I go on?—No!
- (a) Give for each of the following a meaning which may be put for it in the foregoing passage:—"frankness", "not the effect of familiarity, but the cause of it", "let you at once into his soul", "superadded", "beckoned to the unfortunate to come and take shelter under him", "wistfully", "waxing", "Nature instantly ebbed again".
- (In answer to this question, the candidate should write down simply the expressions he proposes to substitute, without making any further explanation.)
- (b) Explain the use in the third sentence, of "were retreating", "last citadel", and "rallied back", in reference to blood and spirits.
 - (c) What did the father and the son mean by acting as they did?
 - (d) Explain the meaning of "That ligament, fine as it was, was never broken".
 - (e) Account for the punctuation of the sentences beginning with "Nature" and ending with "stopped". Distinguish the meanings of "fluttered", "throbbed", and "moved".
 - (f) Why does Sterne answer his question thus?
3. Quote from the lessons you have memorized, a passage containing one or more noble thoughts.
4. Reproduce in prose "The Incident at Ratisbon".

ROYAL READERS.

O'er fell and fountain sheen,
O'er moor and mountain green,
O'er the red streamer that heralds the day;
Over the cloudlet dim,
Over the rainbow's rim,
Musical cherub, soar, singing away!

Then when the gloaming comes,
Low in the heather blooms,
Sweet will thy welcome and bed of love be!
Emblem of happiness,
Blest is thy dwelling place—
Oh, to abide in the desert with thee!

- (a) Under what circumstances is the poem to which this stanza belongs, supposed to be written?
 - (b) Explain 'fell', 'sheen', 'heralds', 'away', and 'gloaming'.
 - (c) What is the 'red streamer', and why is it called a *streamer*?
 - (d) Distinguish the meanings of 'cloud' and 'cloudlet.' Why does the poet mention the *dim cloudlet*?
 - (e) Account for the order of the phrases in ll. 1-5.
 - (f) Show that 'cherub' and 'soar' are suitable words to use here.
 - (g) With what is l. 8 connected in sense? Why does the poet mention the 'blooms'?
 - (h) Show that the skylark is an 'emblem of happiness'.
 - (i) What does the poet mean by the wish expressed in l. 12?
 - (j) Name the emphatic words in ll. 1-5, and show where the pauses should be made in ll. 7-12. What feelings should we express in reading this stanza?
2. A tremendous storm gathered from the west, and broke in thunder and rain and hail on the field of battle; the sky was darkened, and the horror was increased by the hoarse cries of crows and ravens, which fluttered before the storm, and struck terror into the heart of the Italian bowmen, who were unaccustomed to these northern tempests. And when at last the sky had cleared, and they prepared their crossbows to shoot, the strings had been so wet by the rain that the men could not draw them. By this time, the evening sun streamed out in full splendor over the black clouds of the western sky—right in their faces; and at the same moment the English archers, who had kept their bows in cases during the storm, and so had their strings dry, let fly their arrows so fast and thick that those who were present could only compare it to snow or sleet. Through and through the heads, and necks, and hands of the Genoese bowmen the arrows pierced. Unable to stand it, they turned and fled; and from that moment the panic and confusion were so great that the day was lost.
- (a) Give for each of the following a meaning which may be put for it in the foregoing passage: 'A tremendous storm gathered from the west', 'the horror was increased', 'struck terror into the hearts of the Italian bowmen', 'when at last the sky had cleared', 'the evening sun streamed out in full splendor', 'unable to stand it', 'the day was lost'.
- (In answer to this question, the candidate should write down simply the expressions he proposes to substitute, without making any further explanation.)
- (b) Under what circumstances did the events narrated here take place?
 - (c) Distinguish 'fluttered' and 'flew', and 'panic' and 'fear'.
 - (d) *Could only compare it.* What is it, and how did it resemble 'snow or sleet'?
 - (e) Why are 'through' and 'and' repeated in the fourth sentence?
 - (f) What is the subject of this paragraph?
3. Quote from the lessons you have memorized, a passage containing one or more noble thoughts.
5. Reproduce in prose "The Soldier's Dream".

Mr. J. I. Burrill, of Portsmouth, Neb., thinks that the reason so many young men make failures in life, is that all their originality has been destroyed during their school days. They have been drilled upon definitions and principles, and crammed for examinations, but no original ideas have been allowed to spring up in their minds. After the process called education has ended they go out into life with no power to think for themselves. Their only capital is the antiquated wares of the schoolroom which finds no market in the working world.—*N. Y. School Journal*.

Education is a better safeguard of liberty than a standing army.—*Edward Everett*.

The investigation of the reading lesson forms the highest exercise of connected thinking in the common school, and, if judiciously conducted, ought to contribute very much to the habit of reflective reading in after life.—*Currie*.