

Duke mounted his horse. He hoped to rally the fugitives. He found this impossible. He returned to the scene of danger. He was performing prodigies of valour. He was slain by an English knight.

6 Divide into clauses (supplying any ellipses) and tell the kind and relation of each:

(a) It was agreed that before they sent them in to the master each should read his composition to the other, and listen to any remarks he liked to make.

(b) As they had no fire arms the only defence they could make was to throw back the stones that happened to lodge in the boat, and it is probable that they would all have been murdered had they not hit on a clever ruse.

(c) But on the misty height
Where the mountain people stood,
There was stillness, as of night
When storms at distance brood.

7. Analyze the following simple sentences:

(a) Of this fortunate circumstance the English commander took instant advantage by causing his men to advance against them with the greatest celerity.

(b) At ten o'clock the following morning, a company of Spanish soldiers, commanded by Capt. S., arrived at Egmont's chamber to conduct him to the place of execution.

(c) Many centuries ago, there stood on the banks of a river in Germany, a little town called R.

8. Change to indirect narrative:

"I cannot understand," said the doctor, "how it is that you, who always speak so correctly, are yet so dull at comprehending the rules of grammar when you meet with them in the lessons which I give you."

9. Change to direct narrative:

She told the professor that she was very sorry that her girls were not so advanced in history as he had expected to find them, but she was sure that if he would examine them in mathematics he would find them as well prepared as he could desire.

10. Select and classify the phrases, and tell their grammatical relation:

(a) These facts seem to show that at one

time the climate of the surrounding country was much milder than at present.

(b) Foreseeing the possibility of such an attempt, Lee had sent his cavalry to watch the left and give him timely notice of any movement by the enemy in that quarter.

CLASS-ROOM.

ENTRANCE EXAMINATION LITERATURE.

AFTER DEATH IN ARABIA.

Fourth Reader, Page 272.

Before allowing the pupils to take their books they should be asked the meaning of all the difficult words in the poem. Ask the class to picture to themselves a room in which lies the body of a kind, wise and good man. His friends are mourning over his death. By some means he sends them the comforting and encouraging message contained in this poem. The teacher should then read the whole poem to the class. When the pupils get an appreciation for the poem itself, there is no difficulty with reading and recitation.

QUESTIONS AND NOTES.

Stanza 1, l. 1. What is the antecedent of *it*?

L. 2. Discuss, on geographical grounds, the propriety of using *snow* for comparison.

L. 10. To what does *it* refer?

Stanza 2. What words are here used for *soul* and *body* respectively?

Substitute equivalents for *love*, *garment*, *inmate*, *plume* and *splendid*.

Stanza 3. Distinguish in pronunciation and meaning *eye*, *ay*, *aye* and *I*; *bier* and *beer*; *not*, *knot* and *naught*; *tear* and *tare*; *one*, *won* and *wan*; *pearl* and *peril*; *lies* and *lays*; and *their*, *there* and *they're*.

Stanza 4, l. 1. Why not *are* instead of *is*?

What are symbolized by *jar*, *lid* and *treasure*?

Judging from the context, which of the following is the equivalent for *shard*—"a broken piece of an earthen vessel," "the wing-cover of an insect," "the shell of a snail?"