

8. Give as full an account as you can of the writings of Beaumont and Fletcher, and point out their chief literary characteristics.

9. Enumerate and characterize the chief historical writers and historical works of the reign of James the First.
(Honors.)

1. "The strife between the Norman and Saxon forms of verse was not of long duration."

Enlarge upon and explain the above.

2. What was the object sought to be effected by the author in *Pier's Plowman*?

3. Brief notes on Sir Thomas Moore Bishop Latimer, Caxton, and Surrey.

4. (a) Write a paper upon the difference between the diction of prose and that of poetry.

(b) Classify, explain, and illustrate English metres.

5. "In etymology consonants count for very little, and vowels for nothing at all."

Enlarge upon, and illustrate this, referring to laws governing the transmutation of letters.

6. (a) Compare Shakespeare as a dramatist with great dramatists in other languages.

(b) Name, with explanatory notes, the various works of Chaucer.

7.

"A Merchaunt was ther with a forked berd,
In mottelaye and high on horse he sat,
Upon his heed a Flaundisch bever hat,
His botus clapsud faire and fetously.
His resons he spok ful solelymply,
Sownynge alway the encre of his wynnynge."

(a) Re-write in modern English.

(b) Brief notes on the terminations
-e (faire), -ly, -ynge (sownynge).

(c) Give a synopsis of "The Nonne Preste, His Tale."

8. O serpent heart, hid with a flowering face !
Did ever dragon keep so fair a cave ?
Beautiful tyrant. fiend angelical !
O Nature ! What hadst thou to do in
hell,
When thou didst bower the spirit of a fiend
In mortal paradise of such sweet flesh ?
Was ever book containing such vile matter
So fairly bound ?

(a) Point out all figures of speech.

(b) Derive *serpent*, *dragon*, *fiend*,
angelical, *hell*, *paradise*, *such*,
vile.

(c) Who speaks and upon what occasion.

9. Where is the scene of *Romeo and Juliet* laid ; and who are the chief persons in the drama.

COMPOSITION WRITING.

THE difficulties attending writing compositions are similar to those of a sportsman who tries to shoot an unloaded gun. The pupil is often expected to prepare a composition before he has the ingredients to compound. No person would expect a cook to make a pie or a cake, the cook's composition, without supplying the ingredients. If figs are not to be

expected from thistles, much less are they from dry sticks.

Boys as well as men can say something when they have anything to say, and what they can *say* they can *write*. "First catch the hare," then serve it up.

The requirement of essays and compositions often leads to impositions and plagiarism, and no wonder, when