

(b) Ll. 5-7. Show the appropriateness of each of these similes. [12.]

(c) Develop the meaning of "No maiden's hand," "was planted in his breast," "life's exhausted tide," "Reeled soul and sense, reeled brain and eye." [16.]

(d) Point out in detail how force and vividness have been given to the description in ll. 5-34. [24.]

(e) Write concise elocutionary notes, bringing out as fully as possible the spirit of the passage. [16.]

5. Explain the terms "Satire" and "Humour," giving examples from "Rip Van Winkle." [12.]

6. Describe the Rip Van Winkle household. [20.]

7. Times grew worse and worse . . . months after they had taken place.

(a) *A tart—constant use.* Develop the metaphors here. How is this sentence connected in sense with the preceding one? [10.]

(b) *Here they—about nothing.* Point out the artistic excellence of this sentence. [6.]

(c) *But it would—traveller.* Comment on the literary form of this sentence. Give the force of "But," "worth any statesman's money," and "sell." [16.]

(d) Distinguish the meanings of "console" and "comfort," "sages" and "philosophers," "personages" and "characters," "sessions" and "sittings," "rubicund" and "red," and "dapper" and "neat." [12.]

(e) Show, from the derivation, the exact meaning of "designated," "listlessly," and "discussions." [9.]

(f) What English writer is imitated in this passage? Quote the lines Irving had in mind. [10.]

(g) What characteristics of Irving's style are here exemplified? Refer to the illustrations of each. [8.]

8. Write concise critical and explanatory notes on the following passages* :—

But Ellen boldly . . .
Enchantress, fare thee well. [40.]

* In answering this question, the candidate will be expected to explain and comment on the chief difficulties only, and to point out any blemishes and develop any beauties of thought or expression.

ENGLISH GRAMMAR.

Examiner—John Seath, B.A.

1. Describe, in your own words, the function of the pronoun, explaining clearly the meaning of the expression, "used instead of a noun," and applying your description to each of the following :—

I, thou, he, each, this, many. [12.]

2. "Inflections are changes of form which some parts of speech undergo according to differences in their meaning, or differences in the connection in which they are used."

(a) Classify according to the preceding definition *all* the inflections in the appended sentence. [8.]

(b) Give the name, and a suitable definition, for each inflection so classified. [10.]

(c) State, with reasons, which of these inflections modern English might dispense with. [6.]

Knewest thou that these women's tempers were sorely tried by his excessive talking?

3. Re-write the following statements, making such corrections as you consider necessary, and assigning your reasons therefor :—

(a) *As* is used as a relative after *such, same, as many, so many, as much, so much.* [6.]

(b) Any set of words expressing the relations of an adverb is called an "adverbial phrase : " as, "it is *all over* with you." [6.]

(c) When two clauses of a sentence joined by a conjunction are connected with a third clause by *than*, this last clause must be adapted in construction to both of the preceding: as, "I will do as much or more work than James," should be "I will do as much work as James or more." [9.]

4. Distinguish the meanings of :—

(a) *He has done the work* and *He has the work done.* [4.]

(b) *What shall you do to-morrow?* and *What will you do to-morrow?* [4.]

(c) *I told him I would not go* and *I told him I should not go.* [4.]

(d) *He knew who should betray him* and *He knew who would betray him.* [4.]

5. Classify and give the syntax of the italicized words in the following :—