

The living dead.—Living, but lacking all the powers of life.

Whose day on earth had been as fleeting.—Nell's time on earth was gone quickly, as the newly-fallen snow quickly melts away.

Under the porch.—When they first came to the village she had sat to rest in the church porch.

The boughs of trees—the birds.—Another answer to her request, "When I die, put near me something that has loved the light, and had the sky above it always."

Earth to earth, ashes to ashes, dust to dust.—Part of the burial service.

Bold.—Fearless. The word is not used here in the meaning of "rude," as it often is elsewhere.

Teem with.—Are full of.

NORTH HASTINGS UNIFORM PROMOTION EXAMINATIONS.

DECEMBER, 1886.

Entrance to Fourth Class.

COMPOSITION—TIME, 2½ HOURS.

Capitals, periods, question-marks and commas must be used wherever necessary. One mark to be deducted for every error in spelling.

1. Combine each of the following statements into a *simple* sentence :

(a) The boy came. The boy was pretty. He was little. He was blue-eyed. He had rosy cheeks. He was a young boy. He came to his mother. He had a rabbit. The rabbit was white. The boy carried the rabbit in his pinafore. [10.]

(b) The boy wrote a letter. He was a good boy. He wrote a long letter. He wrote to his father. He wrote from school. He wrote the letter on his birthday. He wrote it early in the morning. He wrote it early before breakfast. [10.]

2. The teacher will give each pupil a lump of putty and a piece of India rubber. Let them examine these very carefully, using their senses of sight, feeling, taste and smell, and then write several sentences describing the differences between them. [20.]

3. The teacher will read deliberately and distinctly to the pupils the story given in the special paper. The pupils are then to reproduce it in their own language in correctly formed sentences. [25.]

4. Write a letter to a friend in Florida, giving him (or her) a description of harvesting in Hastings. [25.]

[Use a separate half-sheet of paper for this. Be very particular about the form of the letter. Of the 25 marks, give 4 for the introduction (address, etc.) and subscription.]

5. Change these sentences so that the subject of the verb may become the object, and the object become the subject :—I delighted him by my remarks. His kind and even temper endeared him to his pupils. I found them in the garden. No one had noticed his departure. [20.]

6 A debt of \$45, due by James Jamieson to Robert O'Hara, for groceries, is paid November 6th, 1886. Write a receipt. [8.]

Count 100 marks a full paper.

GRAMMAR—TIME, 2½ HOURS.

Deduct one mark for each error in spelling.

1. What part of speech in each of the italicized words in the following :—That "*if*" spoils the statement. Why do you *sir* me so much? 'Tis Heaven itself that points out an *hereafter*. *Hereafter*, no such conduct will be permitted. Do not *mouth* your words so. He is an *only* son. [18.]

Give definite reasons in complete sentences. Two marks for each correct reason.

2. Write the past tense and past participle of *spring*, *swim*, *wring*, *swear*, *beat*; the second singular present perfect indicative (active) of *sit*, *strive*; the plural possessive of *mouse*, *sheep*, *wife*. [16.]

3. Analyze, naming the "simple subject," the "enlargements" of the subject, the "simple predicate, the object, and the adverbial modifications of the predicate :"

(a) The *hardy* Laplander, clad in skins, *boldly defies the severity* of his northern climate. [6.]

(b) *In this* situation, the sportsman rested a few minutes. [5.]

4. Parse in full the italicized words in the above. [10.]