

SCHOOL WORK.

EXAMINATION PAPERS.

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There was a mistake (typographical) in the definition which I gave of a "figure of language," in connection with my paper in March, on "The Lady of the Lake," and third-class literature. The passage should stand thus:—"A figure of language is a distinguished mode of speech which expresses a thought, mostly with some additional idea, and always more to the purpose of a writer or speaker than ordinary language would be and which naturally results from a state of mind suited to itself."

PROSE.

"Every class of the population, English and native, with the exception of the ravenous pettifoggers who fattened on the misery and terror of an immense community, cried out loudly against this fearful oppression. But the judges were immovable. If a bailiff was resisted, they ordered the soldiers to be called out. If a servant of the company, in conformity with the orders of the government, withstood the miserable catchpoles who, with Impey's writs in their hands, exceeded the insolence and capacity of gang-robbers, he was flung into prison for a contempt. The lapse of sixty years, the virtue and wisdom of many eminent magistrates who have during that time administered justice in the Supreme Court, have not effaced from the minds of the people of Bengal the recollection of those evil days."

1. What, and where found, is the subject of this paragraph? Ans. In the second sentence.

2. How is emphasis gained for the subject? Ans. By isolation.

The first sentence is subordinate, and, in accordance with the paragraph law of "due subordination," should have its rank indicated, thus:—"Although every class, etc., cried out loudly against this fearful oppression, the judges were immovable." Macaulay, however, always has an eye for emphasis, and, to secure it, often raises subordinate to the rank of principal clauses.

3. Point out the violation of the law of parallel construction contained in the paragraph.

4. Show that the law of Consecutive Arrangement is observed, as also that of Indication of Theme."

Note Macaulay's mastery of the vocabulary of invective, exemplified in "ravenous pettifoggers who fattened on the misery and terror," "miserable catchpoles," "insolence and rapacity of gang-robbers." The vituperation is intensified by the figurative language in "ravenous pettifoggers who fattened." The paragraph exemplifies the quality of style called strength ("maleficent strength").

"High School Reader," Page 386, 2nd paragraph.

The paragraph, "Let us reflect ———if what is said is true." What is the subject of this paragraph, and where found? The pupil will readily perceive that the subject is indicated in the first sentence, and is made up of two parts. The theme of the paragraph may be thus stated:

Death, a gain, whether it is (a) a state of unconsciousness, or (b) a migration of the soul from this world to another. The handling of the theme follows the order stated in the subject, and, as the latter part of the theme is conceived to be the more important, there is more space given