

Lay tottering o'er the hollow pass,
As if an infant's touch could urge
Their headlong passage down the verge,
With step and weapon forward flung,
Upon the mountain-side they hung.
The Mountaineer cast glances of pride
Along Benledi's living side,
Then fixed his eye and sable brow
Full on Fitz-James—"How say'st thou now?
These are Clan-Alpine's warriors true;
And Saxon—I am Roderick Dhu!"

(a) Develop the meaning of "are bristling," "gives life," "as if the yawning hill to heaven a subterranean host had given," "their leader's beck and will," "hollow pass," "urge their headlong passage down the verge," "Benledi's living side," "fixed his eye and sable brow."

(b) Indicate the chief means by which the poet has given beauty and force to his language.

(c) What is meant by describing this scene as highly dramatic?

(d) Write concise elocutionary notes, bringing out as fully as possible the spirit of the passage.

4. Contrast life in the village before Rip's long sleep with life there on his return.

5. Whoever has made a voyage up the Hudson, must remember the Kaatskill Mountains. They are a dismembered branch of the great Appalachian family, and are seen away to the west of the river, swelling up to a noble height, and lording it over the surrounding country. Every change of season, every change of weather, indeed every hour of the day produces some change in the magical hues and shapes of these mountains; and they are regarded by all the good wives, far and near, as perfect barometers. When the weather is fair and settled, they are clothed in blue and purple, and print their bold outlines on the clear evening sky; but sometimes, when the rest of the landscape is cloudless, they will gather a band of gray vapors about their summits, which, in the last rays of the setting sun, will glow and light up like a crown of glory.

(a) What personal attributes does Irving assign to the Kaatskills in this description? Develop the meaning of each of the expressions used to denote these attributes.

(b) *Every change—barometers.* Account for the repetitions here. What justification does Irving give for describing the mountains as "barometers"?

(c) We have, "are clothed" and "print" but "will gather" and "will glow and light up." Explain this use of "will."

(d) Distinguish the meanings of "made a voyage" and "sailed" "bold" and "distinct," and "glow" and "light up."

(e) Show from the derivation, the exact meaning of "dismembered" and "perfect."

(f) What characteristics of Irving's style are here exemplified?

6. Write concise critical and explanatory notes on the following passages.*

(a) The Knight of Snowdon, James Fitz-James.
Lord of a barren heritage,
Which his brave sires, from age to age,
By their good swords had held with toil,
His sire had fallen in such turmoil,
And he, God wot, was forced to stand
Oft for his right with blade in hand.

(b) And thus an airy point he won,
Where, gleaming with the setting sun,
One burnished sheet of living gold,
Loch Katrine lay beneath him rolled,
In all her length far winding lay.
With promontory, creek, and bay,
And islands that, empurpled bright,
Floated amid the livelier light,
And mountains, that like giants stand
To sentinel enchanted land.

(c) The rocks presented a high, impenetrable wall, over which the torrent came tumbling in a sheet of feathery foam, and fell into a broad, deep basin, black from the shadows of the surrounding

* 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.

forest. Here, then, poor Rip was brought to a stand. He again called and whistled after his dog; he was only answered by the cawing of a flock of idle crows, sporting high in air about a dry tree that overhung a sunny precipice; and who, secure in their elevation, seemed to look down and scoff at the poor man's perplexities.

HISTORY.

THIRD CLASS.

1. Write a clear and concise account of the inhabitants of England before and when the Romans arrived. What traces of the presence and influence of the Romans are still to be recognized there?

2. Mention the leading features of the Feudal System. Explain the causes of its decay in England.

3. Narrate the circumstances that led to the assembling of the first English House of Commons. Show how the country had previously been governed.

4. When and by what means did parts of France come under English rule? State how they were severally lost.

5. What was the condition of Education and of Literature in England under the Tudors?

Name the great English authors of that period and give some account of their writings.

6. Explain clearly what is meant by Responsible Government. Give the history of its establishment in Canada.

7. Write brief notes on the Quebec Act, Abolition of Seigniorial Tenures, Secularization of Clergy Reserves, Expulsion of the Acadians, Treaty of Washington.

Educational Notes and News.

ONTARIO.

A correspondent speaks in strong terms of the flourishing condition of the Stayner Public school, under its present efficient Head Master, Mr. D. L. McPherson. The discipline and classification of the school are said to be excellent. Our correspondent also refers to the interesting fact that the Chairman of the Stayner Board of Trustees, Mr. Andrew Hill, has occupied a position as trustee for more than twenty four consecutive years. A good record.

It is pleasing to note that one of the young ladies who successfully passed the late matriculation examinations, was a representative of the colored race.—Miss Blanche Williams, of Brantford Collegiate Institute. Miss Williams passed in mathematics, history, geography, classics, and English, and obtained second-class honors in French and German. We believe two colored ladies, the Misses Jones, of Chatham, matriculated some years since, but did not proceed, as women were not then admitted to attend lectures in University College.

Mr. Bellamy, the mathematical teacher of the Oshawa High School, has tendered his resignation to the Board of Education, owing to his acceptance of the position of Head Master of the High School at Colborne, Northumberland County, his old home. He gets a salary of \$900 in his new position.—*Whitby Chronicle*.

The winner of the "Gunn Scholarship, \$100," at the recent Matriculation Examination in connection with Queen's University, was J. H. Mills, an old Renfrew boy.

Mr. H. Kay Coleman, Head Master of the Peterborough Public Schools, recently received a pleasing proof of the regard in which he is held by his associates and pupils, in the gift of a silver tea set, which was presented to him at his residence by the teachers and pupils of the schools over which he presides. We are glad to notice that the trustees have voted to increase Mr. Coleman's salary, and that his efficient labors are to be continued in Peterborough.

Mr. R. K. Orr, B.A., has been appointed Modern Language Master of Guelph Collegiate Institute, to begin service on the opening of the school after the holidays.

On the evening of July 15th the pupils of Newcastle High School surprised Mr. Jardine, the Head Master, by reading a flattering address, and presenting him with a set of silverware.

The *Hammarville Statesman* is proud of the honors won by pupils of the High School of that town, at the recent University examinations.