

2, 4, and 6. Give a reason in each case. [6.]

8. Quote a stanza of the poem, other than those printed above. [4.]

C.

In the ranks of the Austrian—

If not in your ranks, by your hands!

6. Explain concisely the meaning of the italicized portions of the passage. [26.]

7. (a) "In the ranks of the Austrian you found him;" Arrange the words in natural order. What is gained by the inverted order? [3.]

(b) "Let me die for our Italy, brothers." What is there to show that he died fighting for Italy, not against her? [5.]

(c) "He facing your guns with that smile." What smile? [2.]

(d) "If not in your ranks, by your hands." Supply the omitted words. [4.]

(e) Point out the emphatic words in lines 8, 9, and 20. Give a reason in each case. [6.]

8. Quote two stanzas of the poem, other than those printed above. [4.]

WRITING.

1. Write each of the following letters and combinations of letters three times:—
B, E, G, H, W, Z, br, thr, un, wr, fyg [8.]

2. Write the following passage:—

Xerxes, having lost in his last fight, together with 20,000 other soldiers and captains, two of his own brethren, began to doubt what inconvenience might befall him. [12.]

PRIMARY SCHOOLS (PHILADELPHIA).

TERM EXAMINATION, JUNE 16, 1886.

FIFTH GRADE—DRAWING.

1. Draw five horizontal lines, entirely across the paper, one-half inch apart. (Credits 0 to 15.)

This is to be done by the class simultaneously; the teacher counting one, two, three, four, five, for the lines in succession with a

sufficient pause between. But one trial to be allowed and no erasures.

2. Dictation—(a) Draw a vertical line four inches long. (b) One-eighth of an inch to the right draw another vertical line of same length and join their ends. (c) One inch to the right draw two like vertical lines and join their ends. (d) Divide the lines into eight equal parts. (e) Join the points of division by straight lines. (f) Accent the lines. (Credits 0 to 25—a, b, c, d, e, each 4 credits, f 5 credits.)

This exercise is to be drawn entirely free-hand. No measurements are to be allowed. The dictation is *not* to be written on the board. The pupils will draw the figure but once. Give one step at a time and wait a reasonable time before proceeding with the next.

3. Place the cylinder upon the square prism, with the ends towards the pupils, and require them to draw an outline of the ends of these solids, actual size. Use the large solids. (Credits 0 to 25.)

This exercise is to be drawn entirely free-hand. No measurements are to be allowed. The dimensions of the solids are not to be mentioned or suggested in any way.

4. Place a tumbler before the class, in an upright position, and require the pupils to draw an outline of it as it stands, actual size. (Credits 0 to 15.)

This exercise is to be drawn entirely free-hand, and measurements are not to be allowed.

5. In an oblong four inches by two inches arrange straight and curved lines to form a design. (Credits 0 to 20.)

The oblong may be drawn with a rule. The curves and the straight lines forming the design must be drawn entirely freehand.

SIXTH GRADE—DRAWING.

1. On the left hand side of the paper draw five vertical lines the entire length of the paper, one-half inch apart. (Credits 0 to 15.)

This is to be done by the class simultaneously; the teacher counting one, two, three,