

- 15 7. What is the difference in meaning between "he is gone," and "he has gone;" "you care for him more than I," and "you care for him more than me;" the possessive with *of*, and the possessive with *'s*?
- 12 8. Explain what is meant by Gender, Case, Mood, Word, Etymology, Construction of Sentences.
- 24 9. Correct any of the following that appear to you to be wrong, giving your reason in each case:—
(a) Who did I give Burns' poems to? 'Twas me.
(b) A person cannot always be sure of not missing their way.
(c) His wife as well as his children were lost in the vessel.
(d) A slight misunderstanding has arose between the three partners.
- 18 10. Correct, where necessary, the spelling of disappoint, seized, dissipates, accommodate, metallic, shriek, destruction, delapidate, your's, leveling, develop; and accentuate irrepairable, perverse, sojourn, Newfoundland, machinist, indisputable.

III.

SECOND-CLASS TEACHERS AND INTERMEDIATE.

Examiner: J. M. BUCHAN, M.A.

1. MALET.—Harold, I am thy friend, one life with thee,
And even as I should bless thee saving mine,
I thank thee now for having saved thyself.
HAROLD.—For having lost myself to save myself,
Said 'ay' when I meant 'no,' lied like a lad
That dreads the pendent scourge, said 'ay' for 'no'!
Ay! No!—he hath not bound me by an oath—
Is 'ay' an oath? is 'ay' strong as an oath?
Or is it the same sin to break my word
As break mine oath? He called my word my bond!
He is a liar who knows I am a liar.
And makes believe that he believes my word—
The curse be on his head—not bounden—no.

TENNYSON.—*Harold, Act ii., Sc. 2*

(i.) Divide Harold's speech into propositions, state their kind and connection, and fully analyse the first three and the last three.

(ii.) Parse "life," "even," "saving," and "mine," in Malet's speech; and "word," "bond," "believe," and "be," in the last four lines of Harold's speech.

(iii.) Scan the first line of the extract, naming the metre.

(iv.) Explain the derivation of "save," "mean," "pendant," and "crime."

2. Parse the italicized words in the following lines:

"I had liefer that the fish had swallowed me
Like Jonah than have known that there were such devils."

TENNYSON.—*Harold, Act ii., Sc. 1.*

"That knowledge made him all the carefuller."

TENNYSON.—*Harold, Act iii., Sc. 1.*

3. Distinguish between—

The European and African races.
The European and the African races.

and

He made a better soldier than poet.
He made a better soldier than a poet.

and

The remembrance of friends dead and alive.
The remembrance of dead and alive friends.

4. Point out the ambiguity in

The red white and blue flags.

Re-write the following sentence so as to make the meaning clear:—

"Men look with an evil eye upon the good that is in others; and think that their reputation obscures them, and that their commendable qualities do stand in their light; and therefore they do what they can to cast a cloud over them, that the bright shining of their virtues may not obscure them."—*Tillotson.*

5. "In 'The first king of Rome,' 'first' and 'of Rome' are not co-ordinate adjuncts."

Explain what is meant.

6. Criticise

"The Megarian sect was founded by Euclid, not the mathematician, and were the happy inventors of logical syllogism, or the art of quibbling."—*Tyler.*

"There are a sort of men whose visages
Do cream and mantle like a standing pond."—*Shakespeare.*

"A laggard in love and a dastard in war.

Was to wed the fair Ellen of brave Lochunvar."—*Scott.*

"Johnson's Lives are being reprinted."

"The captain with his men were taken prisoners."

"Pompey as well as Caesar were great men."

"Sand and salt and a mass of iron are easier to bear than a man without understanding."

7. Give rules for the placing of adverbs and adverbial adjuncts. Illustrate the importance of placing words properly by the example of "only."

8. Punctuate the following sentences, and arrange the words in iambic pentameters, putting capitals in the proper places:—

it is indeed a most desired event if when a parent from a parents heart lifts from this earth to the great father of all prayer both when he lays him down to sleep and when he rises up from dreaming it one supplication one desire one hope that he would grant a wish for his two sons even all that he demands in their regard and suddenly beyond his dearest hope it is accomplished he should then rejoice and call his friends and kinsmen to a feast and task their love to grace his merriment then honour me thus far for i am he

SHELLEY.—*The Cenci, Act i., Sc. 3.*

9. State briefly the principal difference between English and its parent Anglo-Saxon.

IV.

FIRST-CLASS TEACHERS.

Examiner: S. ARTHUR MARLING, M. A.

Hail, holy Light! offspring of Heaven first-born,
Or of the Eternal co-eternal beam
May I express thee unbalanced? Since God is light.
And never but in unapproached light

5 Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate.
Or hear'st thou rather pure ethereal stream,
Whose fountain whc shall tell? Before the sun,
Before the heavens thou wert, and at the voice

10 Of God, as *with* a mantle; didst invest
The rising world of waters dark and deep,
Won from the void and formless infinite.
Thee I revisit now with bolder wing,
Escaped the Stygian pool, though long detained
15 In that obscure sojourn, while in my flight,
Through utter and through middle darkness borne
With other notes than to the Orphean lyre
I sung of Chaos and eternal Night.

MILTON, *PAR. LOST*, B. III.

- (a) Parse the words in italics.
 - (b) Analyse the subordinate propositions.
 - (c) Explain the references in 'rising world,' 'Stygian pool,' 'Orphean lyre,' 'utter and middle darkness.'
 - (d) Re-write in prose lines 2-8, bringing out the meaning fully.
 - (e) Give the derivation of 'hail,' 'blame,' 'essence,' 'rather,' 'heavens,' 'utter,' 'since,' 'and,' 'void,' 'Chaos.'
 - (f) Point out and explain the figures of speech employed in the above passage.
2. Write a short account of the origin and use of the auxiliaries 'shall' and 'can,' and explain such forms as 'I have written a letter,' 'methinks.'
3. Scan the 6th line of the passage; also the following, giving the name of the metre;

(a) Arethusa arose from her couch of snows
In the Acroceraunian mountains.

SHELLY.

(b) Hail to thee, blithe spirit!

ID.

(c) Faultily faultless, icily regular, splendidly null.

TENNYSON.

(d) He died in dungeon cold and dim, by Alphonso's base decree.

LOCKHART.

4. Parse the italicised words in the following sentences from Shakespeare:

(a) Would ye have me

Put my sick cause into his hands *that* hates me?

(b) I long

To have this young one *made* a Christian.

(c) The fewer men the greater share of honor,