

italicized words: "a *bleak* plain," "about *nightfall* they reached an *inn*," "a *relay* of horses," "the wolves are *out*," "the horses to be *put to*." (10)

3. Why did the nobleman not heed the innkeeper's advice? (3)

4. Tell why "*was* travelling" in the second line is better than "*were* travelling." (4)

5. Tell briefly in their order the actions performed to escape the wolves. (6)

6. Who is each of the five persons represented in the picture on page 85? Tell where each is. (10)

7. Page 86. Show the appropriateness of the quotation used for the inscription on the wooden cross. (6)
Lesson XII., page 40.

8. If this lesson XII. were divided into two lessons, where should the division be made, and what would be a suitable title for each? (6)

9. (a) Tell something peculiar to each of the *five* kinds of rhinoceros mentioned in the lesson. (10)

(b) Tell four features or characteristics that are common to all. (4)

10. Page 41, 3rd paragraph, what qualities does the fierce rhinoceros possess that make the natives dread it more than they dread the lion? (6)

Lesson LXVII., page 179.

11. Describe two experiments (experiences) to show that we cannot always know by our feelings what the temperature of a body is. (6)

12. Relate in your own words how the makers may find out where to mark the degrees on the thermometer, page 181. (6)

13. Give the meaning of the last sentence in the lesson in your own words. (6)

Lesson XLVIII., page 129.

14. Who is meant by "mild offspring," "sullen sire;" "Thee," in

line five; "his," in line eight. Explain "cradled in the winds," "sturdy blusterer." (8)

Lesson LXIV., page 171.

15. If you were making a quotation of from 4 to 6 lines from this poem for your friend's autograph album, which lines would you choose? Give your reason for thinking them beautiful. (6)

16. Take any stanza in this lesson to show the arrangement of the rhymes. (3)

Count 100 marks a full paper; 33 minimum to pass. Full value ought not to be given for any answer unless it is carefully written in a correct, complete sentence, and shows definite knowledge. Deduct one mark for each mis-spelled word.

COMPOSITION—3RD TO 4TH CLASS.
TIME, 2 HRS.

LIMIT OF WORK—Capitals continued; punctuation marks, ; : . ? ! " . " Composition based on object lessons, pictures, local events, relation of stories, subject matter of reading lessons. Familiar letter writing. Simple business forms, such as accounts, promissory notes and receipts. Exercises to train in the correct uses of apostrophes, and of common words and phrases that are liable to be misused, such as older or elder, healthy or wholesome, "there is" and "there are."

Insist on neat, legible writing, and complete sentences. One mark off for every mistake in spelling.

1. Write in your own language the expanded and applied meaning of the lines:

Oh, many a shaft at random sent
Finds mark the archer little meant;
And many a word at random spoken
May soothe or wound a heart that's
broken. (16)

2. Improve, giving your reasons,