

Illuminations,—etc. For a description of these see "Battle of the Baltic," "Now, joy, Old England raise," etc.

Except.—Parse.

Widowed mother.—"At home the old general, his father, lay dying; died indeed before the news of the mingled pride and sorrow could reach his ear."—*Daniel Wilson*.

His-child.—Place only in five other positions in the sentence, and distinguish the meaning.

XXVII.

The-beach.—Paraphrase.

They-bravely.—Improve the construction of this sentence.

Their-sadness.—Note the parallel construction in the three propositions.

Attachment, confidence.—Distinguish.

His loss.—What is the force of *his*?

Triumph, sadness.—What figure?

His-sadness.—Paraphrase.

XXVIII.

One-questions.—State the questions.

What constitutes a "momentous political question?" Illustrate your answer by an example.

Has.—Mason, § 456, 465.

Human.—Distinguish from humane.

Was decided.—"with the morning's sun, the flag of England floated over the heights of Quebec, marking an era in the world's history. This Continent, thenceforth, under whatever form of government, was to be English, not French."—*Daniel Wilson*.

When-decided.—The construction is not unlike that in "Rats and gentlemen caught and waited on." *English and French, Virginian and Canadian*. Mason, § 463.

Emigrants.—Distinguish from immigrants.

Began.—What is contrasted with it.

Was hoisted.—September 18th.

Make the parallel construction in the two propositions.

Anglo-Saxon race.—Why so called?

GENERAL EXERCISE.

1. Give a heading for each paragraph.
2. From these only, having carefully read the lesson over, write the story of "The Capture of Quebec."
3. Read, with the class, Parkman's "Death of Wolfe," Lemoine's "Death of Montcalm," Wilson's "Wolfe and Old Quebec."

Examination Papers.

EDUCATION DEPARTMENT, ONTARIO.—DECEMBER EXAMINATIONS, 1885.

HIGH SCHOOL ENTRANCE.

ENGLISH GRAMMAR.

Examiner—John Seath, B.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. Name the parts of speech essential to every sentence, giving in each case the reason for your answer.

Name also the modifying and the connecting parts of speech, and state, in your own words, what special duty each of these parts of speech performs in the sentence.

2. In what sense is the term "Interjection" used in Grammar? What do you mean by "Speech" when you call the Interjection a "Part of Speech?"

3. Construct sentences to show that each of the following may be used with the value of different parts of speech:—*home, wrong, to see the place, where he was*.

4. Explain, in your own words, the meaning of each of the following terms:—Nominative, Number, Subordinate, Phrase; and illustrate by reference to each example of these terms in *James*:—*these are two of the fish that he caught with their rods*.

5. Put into separate classes the following adjectives:—*happy, each, little, many, great, that, seven, all, clouded, the, what, sixth*.

6. Write down the adverbs corresponding to the following adjectives:—*worse, true, hasty, frantic*.

7. Distinguish the meanings of:—

The box came safe, The box came safely, and The box came safest; He may tell the truth and He can tell the truth; A bucket full of water and A bucketful of water; and Cream rises on milk and Cream rises on the milk.

8. (a) In that darksome mill of stone,
To the water's dash and din,
Careless, humble, and unknown,
Sang the poet Bassolin.
(b) When religious sects ran mad,
He held in spite of all his learning,
That, if a man's belief is bad,
It will not be improved by burning.

- (1) Classify each of the clauses in the above sentences.

- (2) Analyze the predicate of (a).

- (3) Parse the italicized words.

9. Correct, where necessary, the following, giving the reason in each case:—

- (a) He is no taller than me or you or his sister.
- (b) The boy has come, him I spoke to you about.
- (c) The book is at my brother's, the grocer.
- (d) A father, or a mother's sister is an aunt.
- (e) Each day and each hour bring its changes.
- (f) She is the same lady who I saw at the door.
- (g) He murdered the man in a thick woods.
- (h) Have you ever, or can you, imagine this?
- (i) You have not written me: you ought to.
- (j) No one should write slovenly.

READING.

Examiner—John Seath, B.A.

For the examination in Reading, the local examiners shall use one or more of the following passages, paying special attention to Pronunciation, Emphasis, Inflection and Pause. They shall also satisfy themselves that the candidate can read *intelligently* as well as *intelligibly*. Twenty lines, at least, should be read by each candidate. A maximum of 50 marks may be allowed for this subject.

ONTARIO READER.

- I. An Adventure in the Life of Audubon, pp. 128-131.
- II. Lord Ullin's Daughter, pp. 195-196.
- III. An incident at Ratisbon, pp. 211-212.

NEW ONTARIO READER.

- I. Death of Little Nell, pp. 100-104.
- II. Ring Out, Wild Bells, pp. 121-122.
- III. Marmion and Douglas, pp. 256-258.

CANADIAN READER.

- I. The Highland Gathering, pp. 57-60.
- II. Death of Milly Barton, pp. 106-110.
- III. The Eve of Quatre Bras, pp. 236-239.

ROYAL READER.

- I. Tommy Traddles, pp. 71-72.
- II. The Cry of the Children, pp. 97-101.
- III. The Blind Flower-girl's Song, 250-251.

COUNTY OF WELLINGTON PROMOTION EXAMINATION PAPERS.—MARCH 26TH, 1886.

READING.

Value,—Fifty marks for each class.

PROMOTION TO THIRD CLASS.

Second Book, page 106.—"Elephants."

Each candidate will read ten or fifteen lines of this lesson.