

preferred to the town, how does he account for the desertion of the country for the town (825-830)?

5. Analyze lines 593 to 602, and 388 to 396.

6. Would you say the language of lines 563 to 565 is applicable to the preceding hundred lines?

7. What would give rise to the various feelings referred to in lines 840 and 841?

8. Write out in your own words the following lines: 101, 121-123, 155 and 156, 185 and 186, 206-209, 237-247, 308-319, 383-385, 442-445, 480, 567 and 568, 694-701, 730-740.

9. Explain the following expressions and discuss their appropriateness as used in these connections:

Crack the satiric thong. 26.

I feel myself *at large*. 18.

Thou art the *nurse of virtue*. 48.

Eye of noon. 135.

Learne! dust involves the combatants. 161

Go out in fume. 172.

Dropping buckets into empty wells. 189.

Angry clouds. 212.

Tastes his style. 228.

Genius had angelic wings and fed on manna. 255.

Feeds upon the sobs and shrieks. 328.

Laborious ease. 361.

His *withered hand*. 428.

Shrewd bite. 581.

Hang upon the ticklish balance of suspense. 550.

Sound of winter's heavy wing. 428.

Also lines 660 and 661, 760-764, 804, and 808-810.

10. Scan lines 113, 170, 518.

11. Give the grammatical relation of the following: charioted (69), resentful (79), equipaged (98), soliciting (105), concealed (150), erudite (191), in (222), spark (276), theme (282), unsought (289), rapt (311), impatient (319), their (321), familiar (339), to enjoy (361), me (361), to be praised (380), rather (407), spread (475), save (411), barren (419), to enjoy (789), sweets (719), so (806).

EXAMINATION PAPERS FROM "PUNCH."

At this season of the year we have much pleasure in reproducing these excellent specimens of examination papers for the benefit of those examiners who are now wrestling with such interesting and exhaustive subjects.

Conviction has been borne in upon *Mr. Punch* of late that—whether from the engrossing nature of modern girls' and boys' occupations, or their preference for contemporary and realistic fiction—the study of fairy tale and nursery lore is fast falling into neglect—if not (as is only too much to be feared) into positive contempt!

The disadvantages to a child in after-life of having been allowed to grow up in complete, or even partial ignorance of so essential a branch of a liberal education are too obvious to be enumerated, and *Mr. Punch* is anxious to do all in his power to avert what he cannot but consider a national calamity.

In these days there is but one means of stimulating or reviving a flagging department of knowledge—we make it a subject of compulsory or competitive examination: and so *Mr. Punch*, reluctant as he is to incur the resentment of his young friends by proposing any addition to their doubtless numerous tasks, feels it a duty, nevertheless, to suggest to parents that no child should be allowed on any pretext in future to leave the nursery for school, until he has passed creditably some such examination as is indicated below. It should not be necessary, of course, to require candidates to take up the *whole* of the works in question, which would perhaps impose too arduous study upon the younger generation. The best plan is to select such portions from each as will give the young students a fair general idea of the style and subject-matter of our greatest nursery classics.

Mr. Punch hopes that no parent will think it necessary to send his children to a "nursery-crammer" to be prepared for this examination, and that the use of an abstract, or "*memoria-technica*" will be discouraged as far as possible. It should be added that the candidate is expected to do these papers