

5. What is meant by the term "tissue"? Describe all the different kinds of vegetable tissue that you know, giving diagrams.
6. Describe the flowers and ovaries of the wall-flower, the pea, the rose, and the primrose.
7. Describe the process of fertilization in a flowering plant.
8. Why do most living plants give off oxygen when exposed to sunlight; and what are the exceptions to this rule?
9. Explain fully the distinctions between respiration and transpiration in plants.

CLASS D.—GEOLOGY (Optional).

*Time allowed: Three hours.*

1. How are quartz, felspar, and calcite distinguished from each other, and in what kind of rocks does each occur?
2. What are the differences between surface-soil, alluvium, and rock?
3. Distinguish between sedimentary and eruptive rocks, as to composition, texture, and position.
4. What is meant by the dip and strike of a rock?
5. Explain the terms "foliation" and "lamination," and state in what rocks these structures are found.
6. Describe the structure and origin of a volcanic mountain.
7. Describe the different effects of sub-aërial and marine denudation.
8. What are the proofs that the sedimentary rocks were formed under water, and how have they become hardened?
9. What is the origin of coal? Give reasons for your opinion.

CLASS D.—FRENCH (Optional).

*Time allowed: Three hours.*

1. Before each of the following names of rivers put the appropriate definite article: *Rhin, Tamise, Moselle, Danube, Tibre, Seine, Meuse, Vistule, Rhône, Garonne.*
2. Put the following words in the feminine: *Jardinier, jumeau, abbé, inspecteur, chanoine, nègre, enchanteur, époux, danseur, artiste.*
3. Compare some adjective—say, *tendre*—giving the comparatives of superiority, equality, inferiority; also the superlative relative and a superlative absolute.
4. In indicating the number of a book, a chapter, or a page, what numbers do the French use?
5. How are questions asked when the subject of the verb is a noun? *Example?* Has John learnt his lessons?
6. Take the verb *apercevoir*, give its principal parts, and from these form the whole verb, giving the first person singular only, unless where others are necessary to show how the verb is formed. State in what respects verbs of the third conjugation differ from other verbs in the formation of certain tenses.
7. When is an *s* put at the end of the second person singular of the imperative?
8. Take the verb *se tromper*, and conjugate in full the present indicative affirmatively, the future interrogatively, and the imperative negatively.
9. Conjugate in full *il y a*.
10. Explain when the preterite definite should be used, and when the preterite indefinite.
11. What difference is there between *avant* and *devant*, *après* and *d'après*, *vers* and *envers*; also between *à la ville, dans la ville, and en ville?*
12. What difference is there between *chaque* and *chacun?*
13. What are the rules relating to the agreement of adjectives with the word *gens?*
14. After what words is *on* generally preceded by *l'*, and when is this *l'* to be omitted though these words precede? Are words agreeing with *on* always put in the masculine and singular?
15. What verb must be used in French in speaking of the weather—as, "It is warm;" "It is fine weather," &c.?
16. Translate, "The books we have read," comment on the translation, and account for the difference between the English and the French mode of expressing one's-self in such sentences as these.
17. Take the sentence, *La jument s'est cabrée et elle s'est cassé la jambe*; and explain why the first past participle (*cabrée*) varies, and the second (*cassé*) does not.
18. Which part of the verb is used after prepositions? There is one exception to the general rule: which is it?
19. Translate into English—

Oberlin ne se borna pas à dire à ses paroissiens ce qu'ils avaient à faire pour améliorer leur position. Connaissant la répugnance des campagnards à se laisser instruire par des gens de la ville, sur des choses qu'ils croient savoir mieux qu'eux, il résolut de prêcher d'exemple. Des champs dépendant de la cure se trouvaient placés sur des sentiers très-fréquentés. Il y fit des plantations de toute sorte d'arbres fruitiers—poiriers, pommiers, pruniers, cerisiers—dont il s'était procuré des tiges; il y sema aussi du froment, et il attendit avec impatience le résultat de cette prédication muette. Il ne tarda pas à se montrer; les passants s'arrêtaient devant les plantations du pasteur, les considéraient avec curiosité, en admiraient la belle apparence, et pensaient en eux-mêmes que leurs champs faisaient bien triste figure à côté de ceux-là. Ils vinrent tous, l'un après l'autre, demander à Oberlin comment il s'y prenait pour tirer un si beau produit de terres si stériles. C'est là que le bon pasteur les attendait. Il ne manqua pas de leur rappeler que, même par rapport aux choses extérieures, tout bon parfait vient d'en haut, mais il leur fit comprendre aussi l'importance d'une activité dirigée par l'intelligence. On commença dès-lors à prêter l'oreille à ses conseils, et il s'efforça tout d'abord d'améliorer la culture des pommes de terre.

Also—

La Vérité toute nue  
Sortit un jour de son puits.  
Ses traits par le temps étaient un peu détruits;  
Jeunes et vieux fuyaient sa vue:  
La pauvre Vérité restait là morfondue  
Sans trouver un asile où pouvoir habiter.

À ses yeux vient se présenter  
La Fable, richement vêtue,  
Portant plumes et diamants,  
La plupart faux, mais très-brillants.  
"Eh! vous voilà! bonjour," dit-elle.  
"Que faites-vous ici seule sur un chemin?"