

The University of the State of New York

219TH HIGH SCHOOL EXAMINATION

ENGLISH—Fourth Year

Tuesday, June 18, 1918—1.15 to 4.15 p. m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in English.

The minimum time requirement is four recitations a week for a school year after the completion of third year English.

A minimum passing mark of 30 credits must be obtained in each part of this examination. Unless both parts are passed the answer paper as a whole will not be accepted.

Answer six questions, including questions 1, 2, 3 in part I, question 7 and two of the others in part II. Answers should be in complete sentences.

Part I

Students exempted in literature through certification should take only part I and should be allowed only 1 hour and 45 minutes.

Answer questions 1, 2 and 3 in part I.

COMPOSITION AND RHETORIC

1 Answer both *a* and *b* with reference to the selection given below:

*a* Show by specific references how *three* fundamentals of paragraph structure are illustrated in the second paragraph. [12]

*b* Show how the second paragraph is connected with the first. [3]

We would like to think of men like Lincoln and Washington as typical Americans, but no man can be typical who is so unusual as these great men were. It was typical of American life that it should produce such men with supreme indifference as to the manner in which it produced them, and as readily here in this hut as amid the little circle of cultivated gentlemen to whom Virginia owed so much in leadership and example. And Lincoln and Washington were typical Americans in the use they made of their genius. But there will be few such men at best, and we will not look into the mystery of how and why they come. We will only keep the door open for them always, and a hearty welcome—after we have recognized them.

I have read many biographies of Lincoln; I have sought out with the greatest interest the many intimate stories that are told of him, the narratives of nearby friends, the sketches at close quarters, in which those who had the privilege of being associated with him have tried to depict for us the very man himself "in his habit as he lived"; but I have nowhere found a real intimate of Lincoln's. I

ENGLISH, FOURTH YEAR—*continued*

nowhere get the impression in any narrative or reminiscence that the writer had in fact penetrated to the heart of his mystery, or that any man could penetrate to the heart of it. That brooding spirit had no real familiars. I get the impression that it never spoke out in complete self-revelation, and that it could not reveal itself completely to any one. It was a very lonely spirit that looked out from underneath those shaggy brows and comprehended men without fully communicating with them.—*Woodrow Wilson*

2 Write out in full in prose form the argument stated and implied in the following verses: [15]

["Will you go to war for a scrap of paper?"]—Question of the German Chancellor to the British Ambassador, August 5, 1914]

A mocking question! Britain's answer came  
Swift as the light and searching as the flame.

"Yes, for a scrap of paper we will fight  
Till our last breath, and God defend the right!

"A scrap of paper where a name is set  
Is strong as duty's pledge and honor's debt.

"A scrap of paper holds for man and wife  
The sacrament of love, the bond of life.

"A scrap of paper may be Holy Writ  
With God's eternal word to hallow it.

"A scrap of paper binds us both to stand  
Defenders of a neutral neighbor land.

"By God, by faith, by honor, yes! We fight  
To keep our name upon that paper *white!*"

3 Answer either *a* or *b*, using at least 200 words: [20]

*a* Write a cheerful and interesting letter to a soldier  
or a nurse in a camp, trench or hospital.

*b* Write a letter to Mr Ethan Allen, Director of Red  
Cross, Atlantic Division, 44 East 23d st., New York  
City, telling him in detail what you have done dur-  
ing the past year as your "bit" of war service.

Part II

Answer question 7 and two of the others in part II.

Answers to part II should be written on a separate sheet. No paper notably deficient in the use of English in part II will be accepted.

LITERATURE

4 Answer both *a* and *b*:

*a* Name *three* poetic qualities in *one* of the following

[OVER]

poems and illustrate each from the poem: [10]  
*L'Allegro; Il penseroso; Comus; Lycidas; Idylls of the King*; a selection from Wordsworth, Keats or Shelley in book IV of Palgrave's *Golden Treasury* (first series); Chaucer's *Prologue, Knight's Tale, Nonne Priest's Tale*.

*b* Select *two* of the poems mentioned in *a* and quote 10 lines from each. [10]

5 With regard to any *one* of the following essays, explain in paragraph form (*a*) the central or underlying thought [10], (*b*) the manner in which the essay is an expression of *either* the age in which it was written *or* the personality of the author [10]: *Essay on Burns, Essay on Manners, Life of Johnson, Essay on Lord Clive, Essay on Warren Hastings*. [Substitute, if you prefer, a speech or an essay referring to some problem of the present war.]

6 Answer either *a* or *b* with reference to *Hamlet, Julius Caesar* or *Macbeth*, using at least 100 words: [20]

*a* What problem of human life is the theme of the play? How is this developed in the play?

*b* Compare the plot structure of the play with that of any other play that you have seen or read, so as to show *one* of the following: similarity, difference, both similarity and difference.

7 Answer both *a* and *b* with reference to the selection given below:

*a* Summarize the selection in a well constructed sentence of not more than 50 words. [6]

*b* Answer *two* of the following: [4]

(1) State briefly what is meant by the expression *the theory of government exemplified in the dynasty of the Hohenzollerns* and *the theory of government exemplified in the faith of Abraham Lincoln*.

(2) Explain the reference to *Valley Forge, Yorktown*.

(3) Give the meaning of *dynasty, compromise, stupendous, conclusive*.

So, Sir, stripped of all incidental and confusing things, the problem which our soldiers will help to solve is whether *the theory of government exemplified in the dynasty of the Hohenzollerns* or *the theory of government exemplified in the faith of Abraham Lincoln*

shall prevail. It is after all a war of ideas, a clash of systems, a death struggle of ideals.

In such a contest there is little room for *compromise*. We can no more quit than Washington could have quit at *Valley Forge*. We can and should keep the issue clear of all selfish and imperialistic ambitions, but the issue itself can not be compromised. To compromise is to acknowledge defeat. The policies of Frederick the Great which would make of all human souls mere cogs in a vast military machine, and the policies of Washington which would make government the expression and the instrument of popular power are contending for supremacy on the battlefields of Europe. Just that single, simple, *stupendous* issue, beside which all other issues in this war are trivial, must have a settlement as clear and *conclusive* as the settlement at Runnymede or *Yorktown*. To lose sight of this fact is to miss the supreme purpose of the war.

—United States Senator William E. Borah

The University of the State of New York

219TH HIGH SCHOOL EXAMINATION

ENGLISH—Four Years

Tuesday, June 18, 1918—1.15 to 4.15 p. m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in English.

The minimum time requirement is four years study of English—four recitations a week for a school year in first year English, three recitations a week in second year English, three recitations a week in third year English, four recitations a week in fourth year English.

A minimum passing mark of 30 credits must be obtained in each part of this examination. Unless both parts are passed the answer paper as a whole will not be accepted.

Answer seven questions, including questions 1, 2, 3, 4 in part I, question 8 and two of the others in part II. Answers should be in complete sentences.

Part I

Answer questions 1, 2, 3 and 4 in part I.

COMPOSITION, GRAMMAR AND RHETORIC

1 Answer both *a* and *b* with reference to the selection given below:

*a* Show by specific references how *three* fundamentals of paragraph structure are illustrated in the second paragraph. [12]

*b* Show how the second paragraph is connected with the first. [3]

We would like to think of men like Lincoln and Washington as typical Americans, but no man can be typical who is so unusual as these great men were. It was typical of American life that it should produce such men with supreme indifference as to the manner in which it produced them, and as readily here in this hut as amid the little circle of cultivated gentlemen to whom Virginia owed so much in leadership and example. And Lincoln and Washington were typical Americans in the use they made of their genius. But there will be few such men at best, and we will not look into the mystery of how and why they come. We will only keep the door open for them always, and a hearty welcome—after we have recognized them.

I have read many biographies of Lincoln; I have sought out with the greatest interest the many intimate stories that are told of him, the narratives of nearby friends, the sketches at close quarters, in which those who had the privilege of being associated with him have tried to depict for us the very man himself "in his habit as he lived"; but I have nowhere found a real intimate of Lincoln's.

ENGLISH, FOUR YEARS—continued

I nowhere get the impression in any narrative or reminiscence that the writer had in fact penetrated to the heart of his mystery, or that any man could penetrate to the heart of it. That brooding spirit had no real familiars. I get the impression that it never spoke out in complete self-revelation, and that it could not reveal itself completely to any one. It was a very lonely spirit that looked out from underneath those shaggy brows and comprehended men without fully communicating with them.—Woodrow Wilson

2 Write out in full in prose form the argument stated and implied in the following verses: [15]

["Will you go to war for a scrap of paper?"—Question of the German Chancellor to the British Ambassador, August 5, 1914]

A mocking question! Britain's answer came  
Swift as the light and searching as the flame.

"Yes, for a scrap of paper we will fight  
Till our last breath, and God defend the right!

"A scrap of paper where a name is set  
Is strong as duty's pledge and honor's debt.

"A scrap of paper holds for man and wife,  
The sacrament of love, the bond of life.

"A scrap of paper may be Holy Writ  
With God's eternal word to hallow it.

"A scrap of paper binds us both to stand  
Defenders of a neutral neighbor land.

"By God, by faith, by honor, yes! We fight  
To keep our name upon that paper *white!*"

3 From the following selection give the syntax of (a) a noun clause [1], (b) an adverbial clause [1], (c) the italicized words [2]; show how grammatical analysis of the selection helps one to understand the meaning [1]:

TO THE DANDELION

Dear common flower, that grow'st beside the way,  
Fringing the dusty road with harmless gold,

First pledge of blithesome May,  
Which children pluck, and, full of pride, uphold,  
High-hearted *buccaneers*, o'erjoyed that they  
An Eldorado in the grass have found,  
*Which* not the rich earth's ample round  
May match in wealth, thou art more dear to me  
Than all the prouder summer-blooms may be.

4 Answer either *a* or *b*, using at least 200 words: [15]

*a* Write a cheerful and interesting letter to a soldier  
or a nurse in a camp, trench or hospital. [OVER]

- b* Write a letter to Mr Ethan Allen, Director of Red Cross, Atlantic Division, 44 East 23d st., New York City, telling him in detail what you have done during the past year as your "bit" of war service.

## Part II

Answer question 8 and two of the others in part II.

*Answers to part II should be written on a separate sheet. No paper notably deficient in the use of English in part II will be accepted.*

## LITERATURE

- 5 Answer both *a* and *b*:

*a* Name three poetic qualities in one of the following poems and illustrate each from the poem: [10] *The Ancient Mariner*; *Horatius*; *Virginia*; *Marmion*; *The Lady of the Lake*; *The Lay of the Last Minstrel*; *The Prisoner of Chillon*; *Sohrab and Rustum*; *The Deserted Village*; *Elegy Written in a Country Churchyard*; a selection from Browning, Tennyson, Burns, Keats, Shelley or Wordsworth, or from a standard collection of English or American poetry; an old English ballad; *The Vision of Sir Launfal*; *The Raven*; *Snow Bound*; *The Courtship of Miles Standish*; Palgrave's *Golden Treasury* (first series) book II, III or IV; *Childe Harold*, canto IV.

- b* Select two of the poems mentioned in *a* and quote 10 lines from each. [10]

6 With regard to any one of the following, explain in paragraph form (*a*) the central or underlying thought [10], (*b*) the manner in which the work is an expression of either the age in which it was written or the personality of the author [10]: *Compensation*; *The Autocrat of the Breakfast Table*; *Selections from Lincoln*; *Sesame and Lilies*; *An Inland Voyage*; *Travels with a Donkey*; *Wake Robin*; *Locusts and Wild Honey*; *Winter Sunshine*; *Birds and Bees*; an essay by Stevenson, Bacon, Lamb, De Quincey, Hazlitt or a later writer; a letter from a standard collection; *Sir Roger de Coverley Papers*. [Substitute, if you prefer, a speech or an essay referring to some problem of the present war.]

- 7 Answer either *a* or *b* with reference to *Hamlet*, *Julius Caesar* or *Macbeth*, using at least 100 words: [20]

*a* What problem of human life is the theme of the play? How is this developed in the play?

*b* Compare the plot structure of the play with that of any other play that you have seen or read, so as to show one of the following: similarity, difference, both similarity and difference.

- 8 Answer both *a* and *b* with reference to the selection given below:

*a* Summarize the selection in a well constructed sentence of not more than 50 words. [6]

*b* Answer two of the following: [4]

(1) State briefly what is meant by the expression *the theory of government exemplified in the dynasty of the Hohenzollerns* and *the theory of government exemplified in the faith of Abraham Lincoln*.

(2) Explain the reference to *Valley Forge*, *Yorktown*.

(3) Give the meaning of *dynasty*, *compromise*, *stupendous*, *conclusive*.

So, Sir, stripped of all incidental and confusing things, the problem which our soldiers will help to solve is whether *the theory of government exemplified in the dynasty of the Hohenzollerns* or *the theory of government exemplified in the faith of Abraham Lincoln* shall prevail. It is after all a war of ideas, a clash of systems, a death struggle of ideals.

In such a contest there is little room for *compromise*. We can no more quit than Washington could have quit at *Valley Forge*. We can and should keep the issue clear of all selfish and imperialistic ambitions, but the issue itself can not be compromised. To compromise is to acknowledge defeat. The policies of Frederick the Great which would make of all human souls mere cogs in a vast military machine, and the policies of Washington which would make government the expression and the instrument of popular power are contending for supremacy on the battlefields of Europe. Just that single, simple, *stupendous* issue, beside which all other issues in this war are trivial, must have a settlement as clear and *conclusive* as the settlement at Runnymede or *Yorktown*. To lose sight of this fact is to miss the supreme purpose of the war.

—United States Senator William E. Borah

ENGLISH GRAMMAR

Tuesday, June 18, 1918—9.15 a. m. to 12.15 p. m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in English, including grammar.

The minimum time requirement is two recitations a week for a school year or four recitations a week for half a school year, in addition to the time required for the regular English courses.

Answer five questions.

1 Until the publication of the names of those *who* were on board the transport, the relatives of the men did not know *on what* ship they were proceeding to Europe, and in most instances these relatives thought the soldiers were headed for a *French* and not a British *port*.

The following questions are based on the above sentence :

- a Give the subject and the verb of each independent or principal clause. [4]
- b Give the subject and the verb of each dependent or subordinate clause. [6]
- c Give the kind and the syntax of each dependent or subordinate clause. [6]
- d Give the syntax of *each* of the italicized words and of the underlined phrase. [6]
- e Give the tense and the voice (if any) of *did know* and *were proceeding*. [4]
- f Classify the sentence as simple, complex or compound and justify your classification. [2]

2 Give the part of speech and the syntax of *each* italicized word in the following sentences: [18]

- a The work was *well* done.
- b *Well*, you are looking unusually *well*.
- c There is a *well* in the meadow; its waters *well* from an eternal spring.
- d *Still* waters run deep.
- e He is *still* with the colors.
- f The illegal *still* was raided by revenue officers.
- g He thought he had perfected a device by which he could *still* the waves.

3 Correct the errors in the following sentences and give the reason for each correction: [18]

- a Every one took their friends.
- b Going down town, the storm caught us.
- c He done his work good.

- d I was most starved by lunch time.
- e Germany had some doubt as to America entering the war.
- f He ascended up the ladder.
- g She dresses like I do.
- h He was commanded to go to his room. Which was a hard blow to his pride.
- i I enlisted for the duration of the war, I didn't want to be a slacker.

4 Of the forms in parenthesis in *each* of the following sentences, write the correct one without copying the entire sentence, and give the reason for your choice: [22]  
[No credit will be given unless both form and reason are correct.]

- a (Who, whom) did you say came?
- b (It's, its) a pleasure to see you.
- c One has trouble in understanding what (you, one, he) is expected to ask.
- d (May, can) I go swimming, mother?
- e I wish I (was, were) sure which is correct.
- f The teacher says that the progress of the pupils has been (alright, all right, alright).
- g Will you try (and, to) help us?
- h (Either go, go either) to the office or to the house.
- i There was an agreement (among, between) the four firms.
- f I wish you would (lay, lie) down.
- k What a (pleasant, nice) day it is!

5 Answer *a*, *b*, *c* and *d* with reference to the quotation given below:

- a Select a restrictive adjective clause and give its syntax. [2]
- b Select *two* adverbial phrases and give the syntax of each. [4]
- c Give the syntax of *two* infinitives [4], an adverb of time [1] and a conjunction [1].
- d Show how grammatical analysis of the quotation helps one to understand its meaning. [2]

Only, from the long line of spray  
Where the sea meets the moon-blanch'd land,  
Listen! You hear the grating roar  
Of pebbles which the waves draw back, and fling,  
At their return, up the high strand,  
Begin, and cease, and then again begin,  
With tremulous cadence slow, and bring  
The eternal note of sadness in.—*Matthew Arnold*

The University of the State of New York

219TH HIGH SCHOOL EXAMINATION

HISTORY OF ENGLISH LANGUAGE  
AND LITERATURE

Thursday, June 20, 1918—9.15 a. m. to 12.15 p. m., only

Write at top of first page of answer paper (a) name of school where you have studied, (b) number of weeks and recitations a week in history of English language and literature.

The minimum time requirement is two recitations a week for a school year or four recitations a week for half a school year.

Answer five questions. The candidate is expected to write his answers in paragraphs, one or more paragraphs for each answer. No answer paper deficient in composition will be accepted.

All questions refer to English or American writers and their works.

1 Name the principal periods into which the history of English literature may be divided, give the approximate date of the beginning and end of each period and mention at least *two* leading authors or works in each period. [20]

2 Answer either *a* or *b*: [20]

*a* Name *two* languages and *two* great historic movements that contributed richly to the English language and discuss the contribution of *either* the two languages *or* the two historic movements.

*b* What influences which affected English language and literature in the Elizabethan age have parallels in the situation of the English-speaking peoples today? Explain briefly.

3 Show how any *two* of the following writers are typical of the tendencies in the literature of the periods to which they belong; illustrate by specific references or quotations: Chaucer, Bunyan, Woodrow Wilson, Milton, Wyclif, Dickens, Thackeray, George Eliot, Emerson, Alfred Noyes, Walt Whitman, Edgar Lee Masters, Samuel Johnson, Burns, Fielding, Blackmore, Jane Austen, Wordsworth, Macaulay. [20]

4 Answer either *a* or *b*: [20]

*a* In writing his plays Shakspeare borrowed liberally from any source that pleased him.

By specific references to Shakspeare's works show how this is true.

HISTORY OF ENGLISH LANGUAGE ETC.—concluded

*b* Discuss in a paragraph of at least 150 words any English or American work having war as its theme and reflecting the present spirit of the English-speaking peoples.

5 Answer either *a* or *b*: [20]

*a* Select from distinguished American authors *two* novelists, *two* essayists, *three* poets and *three* short story writers, of whom you might speak with pride in any foreign land. Name a noted work of each author selected and comment briefly on each work named.

*b* Give an example in contemporary literature of *each* of the following, naming the author in each case; in a brief paragraph discuss the work of *one* of the authors named: (*a*) a good detective story, (*b*) a short story of action and adventure, (*c*) literature of pure fun, (*d*) poems of interest to high school students.