

5. Describe the situation of the following places, and state why each was noted: Lilybæum, Actium, Brundisium, Zama, Messillia, Rasimenu.

GREEK HISTORY.

1. *Hellas*. Discuss this term, and name and locate four cities in which Hellenic power and civilization centred.
2. What great changes in the government of the two leading Grecian States occurred between the Homeric Age and 500 B. C.?
3. Discuss the effects of the Persian War: (1) on Athens; (2) on Sparta; (3) on Greece in general.
4. Give approximately the dates for the beginning and end of the most brilliant half century of Athenian history. By what name is this period generally known? State in detail its leading characteristics.
5. Describe the cause, the immediate occasion, and general results of the Peloponnesian War?

THIRD-CLASS LICENSES (Grade B.)

GEOGRAPHY.

1. State the difference between *Volcanic* and *Coral* islands in respect to origin, distribution and height. Name the various forms of precipitation of moisture, and give the law of precipitation with respect to time and distribution.
2. "It is probable that every country makes its own impress on human character." Discuss this statement, giving at least one illustration from each of the continents.
3. Describe the staple agricultural products of the United States and locate the chief area of production in each case.
4. Write a note on Newfoundland. Discuss the advantages or disadvantages to the Colony of a union with the Dominion of Canada.
5. Name the British possessions in India and Africa. Give also the names and situation of the principal seaports of Scotland.
6. Holland,—its situation, soil, products, cities and foreign possessions.
7. Nova Scotian vessels are reported at the following places: Montevideo, Antwerp, Mobile, Cardiff, Pensacola, Manilla, Nagasaki, Brisbane and Rosario. Locate these ports, and give the probable incoming and outgoing cargoes of each.

BRITISH HISTORY.

1. Discuss as minutely as possible the political and social changes which England underwent during the Plantagenet Period.
2. "The King soon made up his mind to put away Catharine." Trace the various steps by which this determination was carried into effect, and state the general constitutional results.
3. Mention and describe the principal statutes employed for the re-establishment of Protestantism in the reign of Elizabeth.
4. Give a concise sketch of the *Seven Years' War*, with the date, name, and general terms of the Treaty by which it was concluded.
5. Write such notes as you think needful on the following:—*Constitutions of Clarendon, Interdict, Provisors of Oxford, Pilgrimage of Grace, Thorough, Cabal, Dispensing Power, Mutiny Act, Stamp Act, Right of Search.*

UNIVERSAL HISTORY.

1. Describe the Homeric Age in regard to government, the family, religion, ideals of manhood.
2. Give the boundaries and extent of the Roman Empire under Augustus. Classify the provinces according to their civilizations, and state the nature of the imperial rule of that Emperor.
3. "The historical races of Europe comprise four grand divisions of the great Aryan Stock." Name these divisions, giving the order of their migrations into Europe and their present distribution.
4. Give brief accounts of the following persons, stating the periods at which they lived, the countries to which they belonged, and the event or events which made the name of each famous: Michael Angelo, Copernicus, Richelieu, Peter the Hermit, Arkwright, Morse.
5. Give a short account of the Franco-Prussia War.
6. Describe the administrations of Thomas Jefferson and Andrew Jackson.

COMPOSITION.

1. Distinguish between Simplicity and Conciseness of Language: point out and illustrate the principal faults to which each is opposed.
2. Give a prose paraphrase of the following:
 - (1) How happy is he born and taught
That serveth not another's will—
Whose armour is his honest thought
And simple truth his utmost skill;
 - (2) Whose passions not his masters are.
Whose soul is still prepared for death—
Not tied unto the worldly care
Of public fame or private breath;
 - (3) Who envies none that chance doth raise,
Or vice; who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good.
3. Point out and explain any peculiarities in the following sentences, and correct any errors:
Which none may hear but she and thou. The unwary traveller stumbles to rise no more. Alarmed at the news, the boat was launched at once. I believe, that when he died, Cardinal Mezzofanti spoke at least fifty languages. He appears to enjoy the universal esteem of all men.
4. Explain the term "Clearness" as applied to a quality of sentence. Give an example of a sentence wanting that quality, and show how the fault may be corrected.
5. What is the distinction between a "Period" and a "Loose Sentence?" Illustrate.
6. Quote and scan a line, naming the author if you can, in each of the following measures: *Iambic pentameter; Dactylic trimeter; Trochaic tetrameter; Anapaestic trimeter.*

BOOK-KEEPING.

1. Explain fully the use of the Trial Balance. Distinguish between Trial Balance and Balance Sheet.
2. Describe briefly the process of closing the Ledger.
3. Smith Bros., of Halifax, give J. Brown & Co. a draft on Chas Green & Co., Pictou, for \$1,000 payable in thirty days. Write the draft.
4. Write (1) an application for the situation of salesman in a Boot and Shoe establishment, (2) an advertisement under the heading "Book-keeper wanted."
5. Journalize:
 - (a) Sold John Smith for cash, 100 bbls. of flour at \$5.25 per bbl., and 50 bbs. cornmeal at \$3.00 per bbl.
 - (b) Sold Jas. Payne on his note for 3 mos. Goods, as per Invoice \$524.15.
 - (c) Bought of John Brown, on acct., 25 chests of tea, each 80 lbs., at 40c. per lb., 625 lbs. sugar at 7c. per lb.
 - (d) Received from Robinson & Co., cash on acct. \$250
 - (e) Deposited in People's Bank cash \$1000.
 - (f) Paid the following by Cheque on People's Bank, Rent \$50, Gas \$11.25, Taxes \$875.

GRAMMAR.

1. Write a full note on the uses of *shall* and *will*.
2. Give as fully as you can the syntax of the Subjunctive Mood.
3. Illustrate by sentences the several uses of *as* and *but*.
4. State and discuss the principal exceptions to the following rule: "When the subject consists of two or more nouns, or expressions equivalent to nouns, connected by *and*, the verb must be plural."
5. Name the principal sources of the vocabulary of the English language. What classes of words do we owe to each source? Whence is the grammar of the language derived?
6. Parse the italicized words in extracts in questions 3 and 4 of Analysis given below.

ANALYSIS.

1. Discuss the force of the different relatives in introducing adjective clauses.
2. What classes of verbs are followed by two objects? When is the second object called the *objective complement*? Show the propriety of the term.
3. Give both a general and detailed analysis of the following:
"His spear, to equal which the tallest pine
Here on Norwegian hills to be the mast
Of some great admiral, were but a wand
He walked with, to support uneasy steps
Over the burning marl."