

4. Describe the *three* classes of levers, and show the advantage that may be gained by each. What is the class and length of lever, and distance from power to fulcrum of that lever, with which a power of 1 kilogram will balance a weight of 4 kilograms placed 50 centimetres from the fulcrum?

5. State some useful applications of the pendulum. How long must a pendulum be to beat once in $2\frac{1}{2}$ seconds?

6. State the laws of *fusion* and *boiling*.

ENGLISH LITERATURE.

[Candidates who prefer may substitute for this paper that on French given below. If papers on both subjects are handed in by same candidate, no credit will be given for either.]

1. Name the authors of the following: *Childe Harold*, *Marmion*, *The Task*, *Night Thoughts*, *Wealth of Nations*, *Kenilworth*, *Rape of the Lock*, *Comus*, *Canterbury Tales*, *Tristram Shandy*, and give a brief outline of the subject matter of any of them.

2. State what you know of the life and writings of Edmund Spenser.

3. Write a note on the "Miscellaneous literature of the early part of the nineteenth century."

4. "He was altogether from end to end, an artist, and the greatest artist the modern world has known." To what English writer does this apply? Discuss the statement.

5. By whom and on what occasion were the following sentiments uttered:—

"In law, what plea so tainted and corrupt
But being seasoned with a gracious voice
Obscures the show of evil."

"You may as well use question with the wolf
Why he had made the ewe bleat for the lamb."

"I would she were as lying a gossip in that as over
Knapped ginger."

"All things that are
Are with more spirit chased than enjoyed."

"A Daniel come to judgment."

6. Explain the following: *Polician*, *Notary*, *Midas*, *Pythagoras*, "On the Hip," *Ducat*, *Hyracanian*, *Thiabe*.

FRENCH.

Translate into English:—

MADAME JOURDAIN.—Ah! ah! je trouve ici bonne compagnie, et je vois bien qu'on ne m'y attendait pas. C'est donc pour cette affaire-ci, monsieur mon mari, que vous avez eu tant d'empressement à m'envoyer diner chez ma sœur? Je viens de voir un théâtre lâbas, et je vois ici un banquet à faire noces. Voilà comme vous dépensez votre bien; et c'est ainsi que vous festinez les dames en mon absence, et que vous leur donnez la musique et la comédie, tandis que vous m'envoyez promener.

DORANTE.—Que voulez-vous dire, madame Jourdain? et quelle fantaisie a-t-elle eue, de vous en aller ainsi, sans que votre mari dépense son bien, et que c'est lui qui donne ce régal à madame? Apprenez que c'est moi, je vous prie; qu'il ne fait sculement que me prêter sa maison, et que vous devriez un peu mieux regarder aux choses que vous dites.

MONSIEUR JOURDAIN.—Oui, impertinenté, c'est monsieur le comte qui donne tout ceci à madame, qui est une personne de qualité. Il me fait l'honneur de prendre ma maison, et de vouloir que je sois avec lui.

MADAME JOURDAIN.—Ce sont des chansons que cela, je sais ce que je sais.

DORANTE.—Prenez, madame Jourdain, prenez de meilleures lunettes.

MADAME JOURDAIN.—Je n'ai que faire de lunettes, monsieur, et je vois assez clair. Il y a longtemps que je sers les choses, et je ne suis pas une bête. Cela est fort vilain à vous, pour un grand seigneur, de prêter la main comme vous faites aux sottises de mon mari. Et vous, madame, pour une grand'dame, cela n'est ni beau, ni bonnête à vous, de mettre la disension dans un ménage, et de souffrir que mon mari soit amoureux de vous.

DORIMÈNE.—Que veut donc dire tout ceci? Allez, Dorante, vous vous moquez, de m'exposer aux sottises visions de cette extravagante.

1. Parse: *Je vois, que voulez-vous dire, apprenez, sois, faites.*

2. Give the first person sing. of the present, imperfect, and future indicative, present and imperfect subjunctive, and 2nd per-

son sing, imperative of the following verbs: *envoyer, s'en aller, sentir* and *dire*.

3. Name the most important intransitive verbs conjugated with *être* instead of *avoir*;

4. Name the substantives in *ou* that take *r* in the plural.

5. Give the principal parts of *vivre, voir, mettre, faire, devenir, vouloir, savoir* and *prendre*.

6. State the rules applicable to the past participle used with (a) *avoir*, (b) *être*.

Translate into French:—

We love our country and you love yours. I am looking for my little dog. What is he asking for? The study of the French language is easy, is it not? We met him not long ago. How long has he been in Canada? It is necessary that I should bring him these letters. He thinks he is right. I wash myself every morning with cold water. We are not mistaken. In winter it snows, in summer it rains. To-morrow morning we shall go for a drive. Do you feel well? I have to leave this very day. Can you swim? What do you want? I want my money. It is better to act than to speak. He ordered him to go out. Go to the post office, and fetch me a postage stamp.

SECOND-CLASS LICENSE (Grade C).

GEOGRAPHY.

1. State the chief properties of the atmosphere, and explain the cause of twilight.

2. Give as full a description as you can of the four great divisions of North America.

3. In what direction from the nearest land are the following islands, and by what waters are they surrounded: *Miscou*, *Grand Manan*, *Manitoulin*, *Magdalen*, *Falkland*, *Trinidad*, *Cuba*, *Iceland*, *Sumatra*, *New Guinea*, *Mauritius*, *Nova Zembla*, *Sicily*, *Bornholm*, *Cyprus*.

4. Name the coast waters of Nova Scotia, tell the countries washed by each, and of what body of water each is an arm.

5. Name and locate the four great divisions of the Caucasian race in Europe, and write a note on Belgium.

6. Describe Asiatic Russia, giving its divisions, rivers, towns, etc.

7. Name and locate the cities of Great Britain which have each more than 100,000 inhabitants.

8. Draw an outline map of Europe.

BRITISH HISTORY.

1. In what way are the following names specially connected with English History: *Julius Agricola*, *Pope Gregory the Great*, *Stephen Langton*, *Simon de Montfort*, *Earl of Warwick*, *Philip II of Spain*, *Robert Walpole*, *Robert Clive*, and *George Washington*.

2. Write a short sketch of the reign of Richard II.

3. Briefly describe the foreign policy of Cromwell.

4. Narrate the circumstances which led to the accession of William III.

5. Briefly describe the origin, progress and conclusion of the war with the United States in 1812-14.

6. Mention at least three important parliamentary measures introduced by Sir Robert Peel, and describe any one of them.

BRITISH AMERICAN HISTORY.

1. Relate some facts regarding *La Salle*, *Champlain*, *Papineau*, *Lord Falkland*, *Louis Riel*.

2. What difficulties were settled by the Washington Treaty? How were these matters adjusted?

3. Describe as fully as you can the establishment of Public School Systems in the various Provinces.

4. Write a short note on the United Empire Loyalists.

5. "In 1892 the North-west Territory was divided into four provinces." Name, locate, and give the approximate area of each.

COMPOSITION.

1. Name the various points made use of in Punctuation, and write sentences illustrating the use of each.

2. Vary the expression in the following sentences by using synonymous words or phrases:

I am monarch of all I survey. Indolence is the cause of many evils. In Egypt, the Nile annually overflows the country, and