

Examination Papers.

HIGH SCHOOL ENTRANCE.

DECEMBER, 1885.

WRITING.

Examiner—J. E. HODGSON, M.A.

1. Write the following letters and figures :—
A, B, C, H, M, O, P, S, T, W, X, ll, qq, rms, pl, llgh, qu, 3, 6, 7, 9.
2. Write the following passage :—
"I had been often told that the rock before me was the haunt of a genius and that several had been entertained with music who had passed by it, but never heard that the musician had before made himself visible."

HISTORY.

Examiner—JOHN SEATH B.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. How did William the Norman come to be King of the English? What changes did he and his sons make in England?
2. State the chief provisions of the Magna Charta. What led to its being signed? Why is it valued so highly?
3. Give an account of the great changes that took place in England during the reign of Queen Elizabeth.
4. State briefly the causes and the results of the American War of Independence, and the Revolution of 1688.
5. Why is each of the following important in the history of the English people :—
The Battle of Bosworth, The Seven Years' War, The British North America Act, Sir Robert Peel.
6. What should we admire and what should we condemn in the character and conduct of King John, Cardinal Wolsey, Hampden, and Charles I.?
7. Explain the meaning of the following statement :—"In Canada all questions of government are settled in Parliament, in which both sovereign and people have a voice."

GEOGRAPHY.

Examiner—J. E. HODGSON, M.A.

NOTE.—A maximum of 5 marks may be added to the total value for neatness.

1. Define :—latitude, longitude, oasis, delta.
2. Name the provinces and the territories of Canada.
3. What counties of Ontario border on Lake Ontario?
4. Name the principal sea-ports of Canada.
5. Trace the following rivers :—Mississippi, Danube, Nile.
6. Draw an outline map of Africa and indicate the position of :—Algiers, Cairo, Natal, Cape Bon, Victoria Nyanza, Orange River.

7. What and where are the following :—Labrador, Three Rivers, Portland, Selkirk, Cuba, Panama, Helligoland, Maelstrom, Vesuvius, Cyprus, Malta, Ceylon, Formosa, Transvaal, Fezzan, Niger?

8. a. What portions of Canada are noted for any of the following products :—wheat, apples, peaches, pine, coal, iron, salt, gold, copper?

b. What commodities do we obtain from the following countries :—Japan, Barbadoes, Spain, Brazil?

ENGLISH GRAMMAR.

Examiner—JOHN SEATH, B.A.

NOTE.—A maximum of 5 marks may be allowed for neatness.

1. Name the parts of speech essential to every sentence, giving in each case the reason for your answer.

Name also the modifying and the connecting parts of speech, and state, in your own words, what special duty each of these parts of speech performs in the sentence.

2. In what sense is the term "Interjection" used in grammar?

What do you mean by "Speech" when you call the interjection a "Part of Speech"?

3. Construct sentences to show that each of the following may be used with the value of different parts of speech :—

home, wrong, to see the place, where he was.

4. Explain, in your own words, the meaning of each of the following terms :—Nominative, Number, Subordinate Phrase; and illustrate by reference to each example of these terms in

'James, these are two of the fish that he caught with their rods.'

5. Put into separate classes the following adjectives :—happy, each, little, many, great, that seven, all, clouded, the, what, sixth.

6. Write down the adverbs corresponding to the following adjectives :—

worse, true, hasty, frantic.

7. Distinguish the meanings of :—

'The box came safe,' 'The box came safely,' and 'The box came safest'; 'He may tell the truth' and 'He can tell the truth'; 'A bucket full of water' and 'A bucketful of water'; and 'Cream rises on milk' and 'Cream rises on the milk.'

8. a. In that darksome mill of stone,
To the water's dash and din,
Careless, humble, and unknown,
Sang the poet Basselin.

b. When religious sects ran mad,
He held in spite of all his learning,
That, if a man's belief is bad,
It will not be improved by burning.

(1) Classify each of the clauses in the above sentences.

(2) Analyse the predicate of a.

(3) Parse the italicised words.

9. Correct, where necessary, the following, giving the reason in each case :—

- a. He is no taller than me or you or his sister.
- b. The boy has come, him I spoke to you about.
- c. The book is at my brother's, the grocer.
- d. A father, or a mother's sister is an aunt.
- e. Each day and each hour brings its changes.
- f. She is the same lady who I saw at the door.
- g. He murdered the man in a thick woods.
- h. Have you ever, or can you, imagine this?
- i. You have not written me : you ought to.
- j. No one should write slovenly.

COMPOSITION.

Examiner—J. E. HODGSON, M.A.

NOTE.—A maximum of five marks may be added to the total value for neatness.

1. Combine the following elements so as to form a complex sentence :—

The Strait of Gibraltar leads into the Mediterranean. The Mediterranean is a series of inland seas. These seas wash the coast of Italy. These seas wash the coast of Africa. These seas wash the coast of Syria. These seas wash the coast of Egypt.

2. Explain what is meant by the terms *direct* and *indirect* as applied to the form of speech. Give an example of each.

3. Express in words of your selection and arrangement the meaning of the following :—

a. The boats plied busily; company after company was quickly landed, and as soon as the men touched the shore they swarmed up the steep ascent with alacrity.

b. Vice is a monster of so frightful mien,
As, to be hated, needs but to be seen;
Yet seen too oft, familiar with her face,
We first endure, then pity, then embrace.

4. Correct the following :—

a. What was the future of these two boys.

b. He ascended up the hill.

c. He pulled the plant up by the roots.

d. The whole town may be seen sailing up the river.

e. Can we suppose that good blood replaces teaching?

f. The two boys divide the work among themselves.

g. His faithfulness and fidelity are unequalled.

5. Write a letter to a friend, describing your school-grounds and class-rooms.

6. Expand the following into a paragraph :—

The Hundred-Years' War had ended not only in the loss of the temporary conquests made since the time of Edward the Third, with the exception of Calais, but in the loss of the great southern province which had remained in English hands ever since the marriage of the duchess, Eleanor, to Henry the Second, and in the building up of France into a far greater power than it had ever been before.