

pierres, des plantes, et des animaux, et nous enseigne les causes de tous les météores, l'arc-en-ciel, les feux volants, les comètes, les éclairs, le tonnerre, la foudre, la pluie, la neige, la grêle, les vents et les tourbillons.

Monsieur Jourdain.—Il y a trop de tintamarre là dedans, trop de brouillamini.

Le Maître de Philosophie.—Que voulez-vous donc que je vous apprenne?

Monsieur Jourdain.—Apprenez-moi l'orthographe.

Le Maître de Philosophie.—Très-volentiers.

Monsieur Jourdain.—Après, vous m'apprendrez l'almanach, pour savoir quand il y a de lune, et quand il n'y en a point.

Le Maître de Philosophie.—Soit. Pour bien suivre votre pensée, et traiter cette matière en philosophie, il faut commencer, selon l'ordre des choses, par une exacte connaissance de la nature des lettres, et de la différente manière de les prononcer toutes. Et là-dessus j'ai à vous dire que les lettres sont divisées en voyelles, ainsi dites voyelles, parce qu'elles expriment les voix; et en consonnes, ainsi appelées consonnes, parce qu'elles sonnent avec les voyelles, et ne font que marquer les diverses articulations des voix. Il y a cinq voyelles, ou voix : A, E, I, O, U.

Cléonte.—Monsieur, la plupart des gens, sur cette question, n'hésitent pas beaucoup. On tranche le mot aisément. Ce nom ne fait aucun scrupule à prendre, et l'usage aujourd'hui semble en autoriser le vol. Pour moi, je vous l'avoue, j'ai les sentiments sur cette matière un peu plus délicats. Je trouve que toute imposture est indigne d'un honnête homme, et qu'il y a de la lâcheté à déguiser ce que le ciel nous a fait naître, à se parer aux yeux du monde d'un titre dérobé, à se vouloir donner pour ce qu'on n'est pas. Je suis né de parents, sans doute, qui ont tenu des charges honorables; je me suis acquis, dans les armes, l'honneur de six ans de service, et je me trouve assez de bien pour tenir dans le monde un rang assez passable; mais, avec tout cela, je ne veux point me donner un nom, ou d'autres, en ma place, croient pouvoir prétendre; et je vous dirai franchement que je ne suis point gentilhomme.

1. Write the singular of *éléments, métaux, animaux, feux, voix, yeux*, and also give the plural of *bal, ciel, clou, bétail, bijou, général*.

2. Parse, *que je vous apprenne, il n'y en a point, soit, je suis né*.

3. Give the primitive tenses of the following verbs: *discourir, vouloir, savoir, suivre, dire, font, naître, croiraient, pouvoir*.

4. Name a few adjectives which take a different meaning, according as they are placed before or after the noun.

5. Explain the various idiomatic uses of *on*. When is *l'on* used? Give the derivation of the word.

Translate into French:

My sister is more obliging than yours. The emigrants have set out from France. The manufacturers have decided to raise the prices. I shall send you some books. The event happened suddenly. You and I shall go together. Charity is the first of Christian virtues. These blue cotton stockings are useless. Behind the house there was a large garden. The more I examine this question the more difficult I find it. Queen Victoria has reigned fifty-one years. Give him ten dollars more. How is your sister to-day? Even the wisest men are liable to make mistakes. Whose book is this? He had been using a pen of his brother's. You have come early this morning.

ENGLISH LITERATURE.

1. Give a sketch of the life and character of Chaucer, with a short description of his greatest work.

2. Write an account of the rise and function of the novel in literature. Name the chief novelists, their principal works, and the chief subjects treated.

3. *Wordsworth*: his life, his views of nature, and his ideas of man.

4. What are the sources of the plot of the "Merchant of Venice?"

5. Portray the character of Shylock as displayed in the trial scene.

6. Explain and comment upon the following: *Argosies, Two-headed Janus, Nestor, The Weeping Philosopher, Sibylla, Rialto, Gabeldine, Black Monday, Alcides, Erebus*.

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

It is a good divine who follows his own instructions.

An evil soul, producing holy witness,
Is like a villain with a smiling cheek.

I never did repent for doing good, nor shall not now.

Every offence is not a hate at first.

He is well paid that is well satisfied.

SECOND-CLASS LICENSES (Grade C.)

GEOGRAPHY.

1. Give the position and limits of the zones. Name the plants and animals peculiar to each zone.

2. Distinguish between oceanic and continental islands, giving examples of each. Name and locate the ten largest islands in the world in the order of their size.

3. Write a full note on the St. Lawrence river system, naming the tributaries of the main river and their sources and directions; also state fully the great commercial advantages of the system.

4. Name the Northern, the Eastern and the Southern counties of England; give also the most important cities and towns in these counties, and state for what each is noted.

5. Where and what are the following: *Cartire, Sarnia, Chatahooche, Curacoa, Malak, Solway, Cardiff, Youghall, Bushire, Andaman, Comorin, Nyassa*.

6. Name the New England and Middle Atlantic States, with their capitals, principal rivers and chief towns.

7. *Austro-Hungary*,—its boundaries, divisions, inhabitants, government and chief towns.

8. Draw an outline map of the Province of New Brunswick, with the principal rivers and towns filled in.

BRITISH HISTORY.

1. Give a sketch of English History under the Danish Kings.

2. Give the chief events of the reign of Stephen.

3. Sketch the career of Joan of Arc.

4. "The weakness which historians profess to find in his character is a fatal tendency towards insincerity, a disposition to make promises when not really expecting to fulfil them." To what English sovereign is this statement applicable? Justify your answer.

5. Describe briefly the chief events of the reign of Queen Anne.

6. Mention events in British History connected with the following names: *Thomas Becket, Wat Tyler, Sir Robert Walpole, John Wilkes, Warren Hastings, Daniel O'Connell, Sir Henry Havelock*.

BRITISH AMERICAN HISTORY.

1. Give an account of De la Roche's attempt to found a colony in America.

2. Give a brief sketch of the discovery and exploration of the Mississippi.

3. Write a note on the United Empire Loyalists, and their places of settlement.

4. Name the chief engagements that took place in America during the War of 1812-14, and describe any two of them.

5. Describe the principal events that occurred in Nova Scotia during the administration of Sir John Wentworth.

COMPOSITION.

1. Enlarge the following sentences by the addition of substantive clauses:

Every child knows The judge decided Tell me not The philosopher proved is uncertain. We believe I am still unable to discover becomes liable. It is very amusing to see

2. Anspose the following to the prose order without altering the sense:

Unskillful he to fawn, or seek for power,
By doctrines fashion'd to the varying hour;
Far other aims his heart had learned to prize,
More bent to raise the wretched than to rise,
His house was known to all the vagrant train;
He chid their wanderings, but relieved their pain.

3. Place the word "only" in three different positions in a sentence, and explain the change of thought expressed.

4. Correct or justify the following: He enjoys the universal esteem of all men. Another old veteran has departed. The spirit and not the letter of the law are what we ought to follow. We get salt from the ocean, which is very useful to man. The missionaries learned the children to read. To be sold cheap, a small phaeton, the property of a gentleman, with a movable head as good as new.

5. Write a note to a friend, requesting the loan of "Macaulay's History of England," and also a reply to the same.

6. Name the "figures of speech" in the following:

Consider the lilies how they grow. Have you read Carlyle? He is a lion in the fight. Death knocks alike at the palace and the