

## Examination Papers.

### ADMISSION TO HIGH SCHOOLS.

Papers set at the late December Examinations.

VIII. GEOGRAPHY.—*Examiner*:—J. E. HODGSON, M.A.

1. Name, and state the situation of the cities in Ontario. By what two railway routes may one proceed from Toronto to Ottawa? From London to Toronto? From Toronto to Woodstock?

2. Name six countries of Europe and indicate their relative positions. Give the name and the situation of the capital of each of them.

3. Name the zones and state the extent of each in degrees. Mention some of their respective natural products.

4. Where, what, and for what noted are:—Manchester, Pittsburg, New Orleans, Chicago, Quebec, Washington, Champlain, Amazon, Superior, Pr. Edward?

5. What are the principal exports of Canada? In what parts of Canada are they found? To what countries are they sent?

### SECOND-CLASS PROFESSIONAL EXAMINATIONS.

Papers set at the Examinations held in Toronto and Ottawa Normal Schools, December, 1884.

VIII. READING (THEORY)—*Examiner*:—J. F. WHITE.

1. "The fact is, that the object, word, sentence, script, and phonic methods form one true method in teaching reading."

Give your views in regard to the above statement.

Clearly explain (1) the sentence, (2) the phonic method, giving the merits and the defects of each.

2. Rapidity and indistinctness are common faults in reading. Show how you would endeavor to correct them.

3. Give the heads of a reading lesson for (a) Class I. Part II. (b) for Class IV.

4. State some rules to be observed for the proper rendering of poetry.

MACBETH—

Go bid thy mistress, when my drink is ready,  
She strike upon the bell. Get thee to bed.—  
Is this a dagger which I see before me,  
The handle toward my hand?—Come, let me clutch thee.

I have thee not, and yet I see thee still.  
Art thou not, fatal vision, sensible  
To feeling as to sight? or art thou but  
A dagger of the mind, a false creation,  
Proceeding from the heart-oppressed brain?  
I see thee yet, in form as palpable  
As this which now I draw.

Go bid thy mistress, when my drink is ready;  
And such an instrument I was to use.—

Mine eyes are made the fools' o' the other senses,  
Or else worth all the rest: I see thee still;  
And on thy blade and dudgeon gouts of blood,  
Which was not so before.—There's no such thing:  
It is the bloody business which informs  
Thus to mine eyes.

(a) What feelings and qualities of voice should mark the delivery of this passage? Note specially any changes in modulation.

(b) In lines 5, 8, 14, 16, 18, underline the words requiring emphasis.

(c) Indicate by means of upright dashes the rhetorical pauses in lines 3, 10, 11, 15, 16.

(d) Mark the appropriate inflections of "Go," line 1; "dagger," line 3; "clutch," line 4; "fatal vision," line 6; "thing," line 17.

IX. PRACTICAL ENGLISH.—*Examiner*:—J. DONOVAN.

1. Briefly discuss the relative merits of the following forms:

The house is being built.

The house is building.

2. Distinguish—alone, only; character, reputation; healthy, wholesome; vice, sin; ability, capacity.

3. Mention some of the common faults in speaking and in writing.

4. Indicate the pronunciation of the following words:—

Acoustics,	Inquiry,
Canine,	Lieutenant,
Discern,	Livelong,
Elm,	Obscurity,
Florist,	Satiety,
Gallant,	Wont.

5. Correct or improve the following sentences: His manners were, in truth, not always of the most amiable description.

He blames it on his brother.

Was the master or many of the pupils in the room?

These orders being illegal, they are generally communicated verbally.

He enjoys bad health.

There is in Boston the widow of a French general who lives by grinding an organ.

5. Re-write, correctly punctuated:

A simpleton meeting a philosopher asked him what affords wise men the greatest pleasure turning on his heel the sage replied to get rid of fools.

X. EDUCATION.—*Examiner*:—J. J. TILLEY.

1. Define School Organization. What does it include?

2. Speak of the proper incentives to study to be placed before pupils.

3. Give the characteristics of a good recitation, with reference (1) to the teacher, (2) to the pupil.

4. Some of the objects of questioning are:

(1) To discover the pupil's knowledge,

(2) To fix knowledge,

(3) To extend knowledge,

(4) To excite interest,

(5) To arouse the dull.

Briefly discuss these points and enumerate any other objects of questioning.

5. Discuss the following Educational Principles:

(1) Culture is more worth than knowledge.

(2) The intellectual powers develop in a certain order.

(3) The basis of this development is self-activity.

(4) This self-activity has two phases, (a) the Respective and Acquisitive, (b) the Productive and Expressive.

XI. CHEMISTRY.—*Examiner*:—JOHN SEATH, B.A.

1. A glass containing dirty water is given you. How would you render the water clear, and how would you ascertain whether the clear water contains any dissolved solid or gaseous matter?

2. Give a list of experiments by which you would demonstrate the nature of combustion and of flame.

3. Describe, and give the reason for, each step in the preparation of pure hydrogen from sheet zinc and strong commercial sulphuric acid.

4. Name the compounds you can form, using only the elements oxygen, sulphur, hydrogen, and nitrogen. Indicate briefly in each case how the compounds you mention may be most easily prepared, giving also the equations that represent the reactions.

5. The following gases are contained each in a glass jar: oxygen, hydrogen, carbon monoxide, ammonia, hydrochloric acid, sulphur dioxide, and nitrogen dioxide. Give in each case a distinguishing test.

XII. MACBETH.—*Examiner*:—J. A. HODGSON, M.A.

1. "For, as the entire course of the action turns on the agency of the Weird Sisters, it were in strict keeping with the poet's usual manner to begin by thus striking the key-note of the whole play.—Hudson.

Show, by references to the play, the truth of the italicised portion of the above criticism.

2. How does Macbeth induce the murderers to undertake the murder of Banquo?

3. Glamis thou art, and Cawdor; and shalt be What thou art promis'd:—yet do I fear thy nature;

It is too full o' the milk of human kindness,  
To catch the nearest way: thou wouldst be great;  
Art not without ambition; but without  
The illness should attend it. What thou wouldst

highly,  
That thou wouldst holily; wouldst not play false,  
And yet wouldst wrongly win: thou'dst have,  
great Glamis,  
That which cries, "Thus thou must do, if thou have it";

And that which rather thou dost fear to do,  
Than wishest should be undone.

(a) Investigate the accuracy of Lady Macbeth's estimate of her lord's character.

(b) Discuss the literary form of this extract.

4. McB. "The thane of Cawdor lives,  
A prosperous gentleman."—*Act I, Scene 3.*

What inconsistency is there in this speech?

5. Quote, from the play, references to (a) Death, (b) Ambition.

6. Assign each of the following speeches to its proper character, and give the context:—

(a) "The earth hath bubbles as the water hath  
And these are of them."

(b) "There's no art  
To find the mind's construction in the face."

(c) "There's husbandry in Heaven;  
Their candles are all out."

(d) "Naught's had, all's spent,  
When our desire is got without content."

(e) "And some I see  
That two-fold balls and treble scepters carry."

(f) "The queen that bore thee,  
Oft'ner upon her knees than on her feet,  
Died every day she lived."

(g) "Now does he feel his title  
Hang loose upon him, like a giant's robe  
Upon a dwarfish thief."

### BOOKS RECEIVED.

Calderwood, Henry, LL.D., F.R.S.E., Professor of Moral Philosophy in the University of Edinburgh, *On Teaching: its Ends and Means*. New edition, with additional chapter on Home Training. 16mo. 50 cents. New York: Macmillan & Co.

THE New York *Tribune*, on the day after the London explosions, contained a leading article with the title "Worse than Dynamite." It was a bold heading when the attention of the world was turned towards the demolition of a portion of the Tower and the wreck of the interior of the House of Commons, yet the *Tribune* proved its point. Its reference was to the teachings of Henry George.

Far more grave in its possible consequences than any explosion of dynamite, it says, is the missionary work being done by that peculiar American, Henry George, whose parting speech from the steps of the Royal Exchange at London seems to have been little else than a direct incitement to riot and anarchy of the Paris Commune type. At first Mr. George favored the appropriation of the land by the State, by making compensation to the owners. But as it appeared that this scheme would involve the creation of an enormous national debt, which would for a very long time neutralize all the alleged benefits derivable from the change, the eager reformer resolved to take the bull by the horns, repudiate all compensation, and advocate confiscation pure and simple. And this is what he has been teaching of late all through England and Scotland, with the natural result of stirring up the landless. But when he gravely told the unemployed London workingmen that the burning down of that great city might become a good work, or words to that effect, what did he think he was doing? The plain truth is that Mr. George has done more harm in England already than all the dynamite explosions can ever do.