

A "low" goes across the country about once in four days; and during the wet and dry months of July, August and September, it goes by as frequently as in March and April; but it crosses on such a high line that it goes by us time and time again without precipitation, at least more than an occasional thunder-storm. By the way, a *thunder-storm* is the result of a high "low," i. e., a "low" on a high line.

The tracks of these "lows" vary with the seasons. Whatever the change in temperature or moisture, the record thereof will always be found on the weather-map. It is most interesting to note the changes from day to day. The next "low" regulates the coming weather. Where will it appear?

We are always taken by surprise, and the revelation is, *nature never repeats herself*; her changes are endless, and her varieties most infinite, amusing, and instructive.

Intelligent men and women, especially teachers and instructors, procure the weather-map, study it carefully, note the changes day by day, and it will afford you entertainment and instruction. Nothing else will reveal the weather to you. If, as individuals, you are too poor to "carry" a long subscription for the map, form meteorological clubs, and divide the cost, consult together, notice the local weather in connection with the movements of "high" and "low" as revealed on the map. Do this for a year, and your praises will be unbounded in favor of the map,—you will write poetry and special discourses on this wonderful addition to modern science.

Your praises will know no bounds. You will perceive that not one-half, yea, not a quarter has been told you; and that you must see and study it for yourselves in order to fully appreciate its merits.

The estimation of weather probabilities has been regularly taken up in Canada in connection with the Magnetic Observatory in Toronto and also with the system in the United States. Meteorology has by means of the telegraph been made one of the most interesting departments of physical geography, and the managers of teachers' institutes would do well to give it occasionally a place on their programmes.

Examination Questions.

The following papers, set for what is called the "Queen's Scholarship" in England, are given as a specimen of the character of English public examinations. The answers to the mathematical papers are appended:

GRAMMAR.

Two hours and a-half allowed for this paper.

(No abbreviation of less than three letters to be used in parsing or analysis.)

All candidates must do the composition, parsing, and analysis, and must not answer more than five other questions.

COMPOSITION.

Write a letter on one of the following subjects:—

- (1) Gardening.
- (2) A storm at sea.
- (3) A day's angling.
- (4) Some public park.

GRAMMAR.

1. Parse fully the words italicized in the following sentences (Syntax is an essential part of parsing):—

"For *who would bear*

The insolence of office and the spurns
That patient merit of the *unworthy* takes,
But that the dread of *something* after death,
The undiscovered country from whose bourn
No traveller returns, *puzzles* the will
And makes us *rather* bear those ills we have
Than fly to others that we know not of?"

2. Analyse the sentence in Question 1, making a table, so as to show in separate columns:—

- (1) The nature of the sentence.
- (2) (If dependent) its relation to the principal sentence.
- (3) Subject.
- (4) Its enlargements (if any).

- (5) Predicate.
- (6) Its extensions (if any).
- (7) Object.
- (8) Its enlargements (if any).

3. Select and classify the pronouns, conjunctions, and prepositions in the same sentence.

4. Explain the terms cardinal, ordinal, and indefinite numerals, and give examples of each.

5. Give the past tenses of the verbs *crow, hew, sing, win, help, bid, chide, write, dig, lie, get, shear*, and any obsolete forms of those tenses.

6. Classify the English conjunctions, and show that they are frequently derived from verbs.

7. Explain the force of the following affixes: *-dom*, as in *martyrdom*; *-some*, as in *handsome*; *-less*, as in *speechless*; *-ible*, as in *inflexible*, and give other examples of each affix.

8. Define a preposition, and show by examples that prepositions do not always precede the noun they govern.

9. Give examples of noun, adjective, and adverbial clauses, employed as subordinate sentences.

10. Name the sources of our language from which the following words are derived: *hat, shoe, rest, glove, sock, bonnet, ribbon, tunic, and shirt*.

GEOGRAPHY AND HISTORY.

Three hours allowed for this paper.

All Candidates must draw a map and answer Question 8. They may answer four other questions in each subject.

GEOGRAPHY.

1. Draw a map (showing physical features only) of—(a) Ireland, or (b) North America, or (c) Hindostan.

2. Explain the terms cardinal points, horizon, meridian, plateau; give the difference in time, and the distance, between two places situated on the equator in longitude 40° east, and longitude 40° west respectively, and state the latitudes of London, Edinburgh, Dublin and Liverpool.

3. Name four counties in England, Scotland, and Ireland respectively which are rich in minerals; and give a full account of one of the border counties of England or Scotland.

4. Describe a coasting voyage from Southampton by way of Lisbon to Constantinople, taking in cargo at six of the principal ports on the northern shore of the Mediterranean Sea.

5. Enumerate the chief productions of Trinidad, Victoria, and Ceylon, and give the dates at which these possessions were severally annexed to the Dominions of England.

6. Describe the positions of Cyprus, St. Helena, Borneo, Barbadoes, and Vancouver's Island; and give a full description of one of these islands.

7. Name the mountains in which the Rhine, Volga, Mississippi, Amazon, Indus, Lena, and Niger rise, the seas into which they flow, and a few of the principal cities on the banks of the four first-named rivers.

HISTORY.

8. Arrange in chronological order and give the dates of the following events:—The accession of George III., of Edward I., and of James I.; the battles of Culloden, La Hogue, and the Standard, the passing of the Act of Uniformity, the Septennial Act, and the Habeas Corpus Act; the deaths of Nelson, Wallace, Mary Queen of Scots, and Pitt.

9. Give a brief account of the conquest of Britain by the Romans, and name any distinguished Romans who died in this country.

10. Enumerate, with dates, the chief events of the reign of Henry III., and give a brief sketch of that monarch's character as illustrated by the events of his reign.

11. Write a short life of one of the kings who reigned in Scotland during the 16th century, and explain the claim of the House of Stuart to the throne of Scotland.

12. Name the principal English Statesmen in the reigns of Henry VIII. and Elizabeth, and write a brief life of one of them.

13. Enumerate the chief events of the years 1688-89, and state briefly the principal constitutional changes which resulted in England.

14. Give some account of the causes of the War of American Independence, and mention in order the chief incidents of that war.