

Examination Papers.

JULY EXAMINATIONS, 1885.

SECOND AND THIRD CLASS TEACHERS.

MENTAL ARITHMETIC.

Examiner—J. J. TILLEY.

1. When gold is at a premium of $33\frac{1}{3}\%$ find the value of \$20 currency.
2. Find the interest on \$600 for 5 yrs. $8\frac{1}{2}$ mos. at 8 per cent. per annum.
3. Find the price of the carpet 32 inches wide at \$1.33 $\frac{1}{4}$ per yard, which will cover a room 24 feet long and 21 feet wide.
4. A mixture of tea at 40 cts. and 60 cts. a lb., sold at 80 cts. a lb. and gave a profit of $62\frac{2}{3}\%$ per cent. In what proportion was the tea mixed?
5. A, B and C agree to build 50 rods of fence for \$120. After building 20 rods together A quit, after building 40 rods B quit, and C completed the job; how should the money be divided?
6. I sell goods at twice their cost; if they had cost \$30 more the same selling price would give a profit of only 60%. Find the cost.
7. A person performed a journey at a certain rate of speed; if he had travelled a mile an hour faster he would have accomplished the journey in $\frac{3}{4}$ of the time; but, if he had travelled a mile an hour less, he would have been four hours longer on the road. Find the length of the journey.

SECOND AND THIRD CLASS TEACHERS.

WRITING.

Examiner—J. DEARNESS.

(TO BE WRITTEN BUT ONCE.)

1. Copy these lines:

A thing of beauty is a joy forever;
Its loveliness increases; it will never
Pass into nothingness; but still will keep
A bower quiet for us, and a sleep
Full of sweet dreams, and health, and quiet
breathing.

Therefore on every morrow we are wreathing
A flowery band to bind us to the earth.

2. Copy: Llanfyllin, Feb'y 25th, 1885.
Messrs. Ardagh, Gligg & Co.,

Dr. To Messrs. McGillivray & Houghton,
Jan. 19th.

175 lbs. Java Coffee	@ \$0.28 $\frac{1}{2}$	\$49.87 $\frac{1}{2}$
225 " Eleme figs	@ 12 $\frac{1}{2}$	28.12 $\frac{1}{2}$
2 bbls. Zante Currants	@ 12.00	24.00

Feb'y 7th.

3 h'f chests Mucol'd Japan		
Tea, 165 lbs.	@ 37 $\frac{1}{2}$	61.87 $\frac{1}{2}$
1 bbl. Bordeaux Vinegar	@ 10.00	10 00

2 bags Rio Coffee
Gross. Tare.

142	-	13
139	-	12

281	-	25	=	256	@	38		97.28
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\$271.15 $\frac{1}{2}$

Less 3% 8.13 $\frac{1}{2}$

\$263.02

Rec'd pay't,

McGillivray & Houghton,
per Keighley.

3. Write as for titles in a Ledger (half text hand):

Mdse., Bills Receivable, H. K. McKenzie & Co.

4. Write on ruled spaces (five): slighty, glyph, tryst.

SECOND AND THIRD CLASS TEACHERS.

ORTHOËPY AND PRINCIPLES OF READING.

Examiner—J. DEARNESS.

1. Be good, dear child, and let who will be clever;
Do noble things, not dream them all day long;
And so make life, death, and that vast forever,
One grand, sweet song.

Copy this stanza:

(a) marking the pauses, longer and shorter, in and (respectively); and

(b) underlining the emphatic words.

(c) Give reasons for the pauses and the emphases in the second line.

2. About Ben Adhem—may his tribe increase!—
Awoke one night from a deep dream of peace,
And saw within the moonlight in his room,
Making it rich, and like a lily in bloom,
An angel writing in a book of gold.

(a) With what quality or tone of voice should this be read?

(b) How should the connection between "saw" and "angel" be shown.

3. *Shy.* Signior Antonio, many a time and oft,

In the Rialto, you have rated me
About my moneys and my usances;
Still have I borne it with a patient shrug;
For sufferance is the badge of all our tribe.
You call me misbeliever, cut-throat, dog,
And spit upon my Jewish gaberdine,
And all for use of that which is mine own.
Well then, it now appears you need my help;

Go to, then; you come to me, and you say,
Shylock, we would have moneys: you say so;
You that did void your rheum upon my beard,

And foot me as you spurn a stranger cur
Over your threshold: moneys is your suit,
What should I say to you? Should I not say,

Hath a dog money? is it possible

A cur can lend three thousand ducats? or
Shall I bend low, and in a bondman's key,
With bated breath and whispering humbleness,

Say this,—

*Fair sir, you spit on me on Wednesday last;
You spurn'd me such a day; another time
You call'd me dog; and for these courtesies
I'll lend you thus much moneys?*

(a) To what predominant feelings or passions should expression be given in reading this passage? How may they be expressed?

(b) Distinguish between Pitch and Force, and show where they should be varied in reading this passage.

(c) Give directions as to the reading of: line 5; "Well then," l. 9; "Go to," l. 10; "You," l. 12; and lines 16 and 17.

(d) Mark the inflection of "Antonio," l. 1; "Shylock," l. 11; "say," l. 15; "or," l. 17; "this," l. 20; "day," l. 22; "dog," l. 23; "moneys," l. 24.

(e) Illustrate Stress by reference to line 13.

4. Divide the following words into syllables, and mark the quantity of the vowels and the accent: gaberdine, ducats, Wednesday, dynamite, trichina, meningitis, gladiolus.

5. What is the sound of:

(a) *u* in 'column,' 'blue,' 'rule';

(b) *th* in 'with,' 'withe,' 'beneath.'

SECOND AND THIRD CLASS TEACHERS.

LATIN GRAMMAR AND COMPOSITION.

Examiner—J. E. HODGSON, M.A.

1. Give the gender and the genitive singular of: sermo, senectus, sensus, senex, nix, cupidus.

2. Mention any peculiarities in the declension of: sol, meus, artus, filius, nemo, sitis.

3. Give the other degrees of comparison of: gravius, frugalior, vitiosius, similis, junior, audax.

4. Give the principal parts of: arde, mordeo, jubeo, cingo, mico, divido, cupio, vendo.

5. Write the results of the following combinations: a with fugio, condo, jacio; de with habeo, ago; ad with habeo, ago; ob with facio; inter with lego; bellum with gero.

6. Give two adverbial derivatives from each of the following: hic, is, ille. Hic, iste, and ille are said to be demonstratives of the first, second and third persons respectively; explain and exemplify what is meant.

7. Give two examples, with explanations, of each of the following: words differing in meaning according to number, words admitting of two constructions, words whose meaning is distinguished by the quantity of the penult.

8. Express in oratio obliqua:

Etenim (inquit) quum complector animo, reperio quatuor causas, cur senectus misera videatur: unam quod avocet a rebus gerendis. . . Earum, si placet, causarum, quanta quamque sit justa unaqueque videamus.

9. Turn into Latin:

(a) For a Roman, he was quite learned.

(b) And, indeed, even youth often meets with those things that it does not wish (to meet with).

(c) When he was seventy years old, he used to put up with poverty and old age in such a way, that they almost seemed to be a source of pleasure to him.

(d) Whilst these things were being done, Titurius reached the territories of the Unelli with the troops that he had received from Caesar.

(e) Caesar sent a messenger to his lieutenant to enquire (percontor) why the reserves (subsidium) had not yet advanced, as they had been ordered (impero).

(f) What difference does it make to me, whether his deeds be good or evil?

(g) Your friends say that you are not the same as you used to be.