

Examination Papers.

DRAWING PAPERS.

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The questions given will be arranged thus: 17 and 18 Freehand Pencil; 19 and 20, Model—these can also be done by the student in Crayon, on coarse paper, to a larger scale; 21 and 22, Geometrical Drawing; 23 and 24, Perspective. In every case it is requested that the whole working be shown, and the answers lined in more heavily. As the object more especially to be attained is to prepare students for examination work, the papers should be worked as would be done at an examination, except in the matter of using books of reference. The answers are to be promptly sent to Mr. William Burns, Box 326, Brampton, and if the fee for examination of the answers for the course of ten papers (\$1.00) is enclosed, the papers will be mailed, when corrected and noted, to the student's own address, which should be annexed to each set of answers.

17. Draw two parallel lines of 6 in. long and 2 in. apart. Divide into squares. In each square draw the diagonals, and within each triangle thus formed place a triangle with sides parallel to the larger triangle.

18. Draw two parallel lines as before. Within squares thus formed make curved lines joining the centre points of adjacent sides. Join the centre and angular points of square with curved lines, interlacing with the former ones.

19. Give model of cubical block, surmounted by cone. Size and position at pleasure.

20. Give model of cylinder, 4 in. long and 2 in. diameter, lying on its side. Position at pleasure.

21. Given any three points, construct a circle to pass through them. Within this circle construct an equilateral triangle.

22. Draw an oval of $1\frac{1}{2}$ in. width.

23. Give, in parallel perspective, view of pyramid with square base, side of base, 1 in.; height of axis, $1\frac{1}{2}$ in.

24. Give, in parallel perspective, view of a plinth, 2 in. by 1 in. by $\frac{1}{2}$ in. At the centre, place a square column of $\frac{1}{2}$ in. side and $2\frac{1}{2}$ in. in height. Distance of spectator, 6 in. Height of eye, 2 in. Pictures to left of spectator, $1\frac{1}{2}$ in.

EDUCATION DEPARTMENT, ONTARIO.—MID-SUMMER EXAMINATIONS, 1886.

THIRD CLASS TEACHERS.

ENGLISH GRAMMAR.

Examiner—John Seath, B.A.

1. Explain the nature of the words in the following, that are not distinctly classifiable as one or another of the seven parts of speech used to express our thoughts:

Yes: certainly. Why, surely there is no one who will say that we in the struggling people are attempting to secure their rights, you would deprive them of the opportunity of doing so. (Value 15).

2. Make a list of the inflections of the personal and the demonstrative pronouns, and illustrate by one example of each inflection, the uses of these inflections in the expression of our thoughts. (Value 8).

3. Classify, on the basis (a) of meaning, and (b) of form, the following adjectives and adverbs:

cleanly, well, what, late, each, all, forty, always, fourthly, forward, ponderously, sideways, already, slovenly, most. (Value 10).

4. Explain the force of each of the italicised verbal forms in the following extract:

"He. I shall go to town to-morrow. Of course you will?"

She. No, thanks. I shall not go. I shall wait for better weather, if that will ever come. When shall we have three fair days together again?

He. Don't mind that. You should go. I should like to have you hear Ronconi.

She. No, no; I will not go.

He (to himself). But you shall go, in spite of the weather and yourself.

(To her). . . . Do come; you will enjoy the opera; and you shall have the nicest possible supper at Delmonico's.

She. No; I should not enjoy the opera. . . . I wouldn't walk to the end of the drive for the best supper Delmonico ever will cook." (Value 15).

5. Distinguish the following (1) as to meaning, and (2) as to grammatical construction:

(a) The eye which sees all things, sees not itself.

The eye, which sees all things, sees not itself.

(b) Oh shame! where is thy blush? O Shame, where is thy blush?

Oh, shame! where is thy blush? Oh, Shame, where is thy blush? (Value $2 \times 6 = 12$).

6. Still onward winds the dreary way;
I with it; for I long to prove
No lapse of moons can canker love,
Whatever fickle tongues may say.

And if that eye which watches guilt
And goodness, and hath power to see
Within the green the mouldered tree,
And towers fallen as soon as built.

Oh, if indeed that eye foresee
Or see (in Him is no before)
In more of life true life no more
And love the indifference to be,

Then might I find ere yet the morn
Breaks hither over Indian seas
That Shadow waiting with the keys,
To shroud me from my proper scorn.

(1) Classify, and explain the relation of, the clauses in ll. 2-4 and 9-16. (Value 16).

(2) Classify, and explain the exact construction of, the italicised words. (Value $2 \times 8 = 16$).

(3) Explain the use of the mood-forms in ll. 4, 9, and 14, and of the tense-form in l. 5. (Value $3 \times 4 = 12$).

(4) Why is the inflection of "watches," l. 5, different from that of "hath," l. 6? (Value 3).

(5) Analyze each of the following, giving the force of the several parts:

"onward," "winds," "whatever," "goodness," "mouldered," "indeed," "foresee," and "waiting." (Value $2 \times 8 = 16$).

7. Correct any errors in the following, giving in each case your reason:

(a) It is our belief that as many or even more University men will be found in the ranks of this profession than in either medicine, law or divinity. (Value 6).

(b) We are at the outset met with the special peculiarity that in the case of each of the other three professions each of them has the exclusive right to say what are to be the terms of admittance. Has this profession any say as to admission? Not a word more than any member of the community. (Value 6).

(c) It is not necessary that we should point out the results which are sure to follow the adoption of the practice to which we have referred without some safe guard. (Value 3).

(d) The objection is frequently made to reading the Koran, that the lessons are read in an indifferent, mechanical, careless style, and therefore they had better not be read; but let the unconscious influence of the prelector's character be free to do its work. (Value 9).

(e) Not only is the attempt made by it to ascertain who are prepared to begin the course but also to show how the subjects should be taught. (Value 3).

DRAWING.

Examiner—J. A. McLellan, LL.D.

Ruling the Paper.

Divide a sheet of foolscap into three equal parts by two horizontal lines. Bisect the top and bottom divisions by a vertical line.