

FIRST-CLASS LICENSES (Grade B.)

GEOGRAPHY.

1. Explain the cause of the earth's annual motion; use a diagram to represent the earth in its orbit around the sun.
2. Name and describe the parts of the *terrestrial globe*, and find the duration of twilight at a given place on a given day.
3. Name and describe the principal ocean currents, stating as fully as you can the climatic effects produced by them.
4. Draw an outline map of the Dominion of Canada, insert what is generally termed the Fertile Belt of the Northwest, and account if you can for the northerly trend of the isothermal lines as you approach the Rocky Mountains.
5. Name the Colonies that composed the United States at the Declaration of Independence; name also the chief additions of territory since made, and state when and how each was acquired.
6. Palestine—its situation, surface, soil, products, chief towns and villages.
7. Name and locate the possessions of the British Empire, giving the approximate area and population of the whole.

BRITISH HISTORY.

1. State the chief beneficial effects which followed the establishment of the Roman power in Britain. What traces of Roman occupation still remain?
2. Describe the activity of Henry II. as a law-giver?
3. Write short notes on "Magna Charta," "Provisions of Oxford," "Mise of Lewes," "Act of Uniformity," "The Stamp Act."
4. Explain the following Constitutional terms: "The Three Estates," "Chiltern Hundreds," "Privy Council," "Cabinet," "Budget."
5. Describe the condition of the people in (1) the Tudor period, (2) the Stuart period.

UNIVERSAL HISTORY.

1. Name the principal ancient oriental nations—the stock to which each belonged, and the chief characteristics peculiar to each.
2. Write notes on the following: the dress, food, amusements of the Romans, and also on the construction of their houses.
3. Describe the empire of Charlemagne.
4. Give a short account of the Maritime discoveries of the *Fifteenth* century.
5. The Edict of Nantes: (1) the circumstances of its promulgation; (2) its chief provisions; (3) when and by whom revoked?
6. Trace the principal causes that led to the French Revolution; state its influence generally on the surrounding nations.

COMPOSITION.

1. Distinguish between: abstemiousness, temperance, abstinence; fulfil, realize, accomplish; justice and equity; news, tidings and intelligence. Give sentences illustrating the use of each.
2. Give a prose paraphrase of the following:  
The poet, fostering for his native land  
Such hope, entreats that servants may abound  
Of those pure altars worthy; ministers  
Detached from pleasure, to the love of gain  
Superior, insusceptible of pride,  
And by ambitious longings undisturbed;  
Men whose delight is where their duty leads  
Or fixes them; whose least distinguished day  
Shines with some portion of that heavenly lustre  
Which makes the Sabbath lovely in the sight  
Of blessed angels, pitying human cares.
3. The Argumentative Theme: (1) its object; (2) its divisions; (3) popular classification of Arguments.
4. Point out the Figures of speech in the following:  
Apollo came like the night.  
The day is done, and the darkness  
Falls from the wings of night,  
As a feather is wafted downward  
From an eagle in its flight.  
Earth felt the wound; and nature  
Sighing through all her works, gave signs of woe  
That all was lost.

So frowned the mighty combatants, that hell  
Grew darker at their frown.

I abjure all roofs.

Make haste slowly.

5. Rewrite the following passage, by substituting words of Saxon origin for those of Greek or Latin origin:  
"The old man trusts wholly to slow contrivance and gradual progression. The youth expects to force his way by genius, vigor and precipitation. The old man deifies prudence. The youth commits himself to magnanimity and chance. Age looks with anger on the temerity of youth, and youth with contempt on the scrupulosity of age."
6. Name the measure in which each of the following was written: Shelley's *Cloud*, *Lady of the Lake*, Coleridge's *Hymn in the Vale of Chamouni*, *The Lady of Shalott*, *The Belfry of Bruges*, *Hood's Bridge of Sighs*.

BOOK-KEEPING.

1. Write a set of "Bills of Exchange" and a "Promissory Note" (1) with a general indorsement; (2) with a special indorsement
2. What is the Stock Account? How does it close? What do you understand by Assets? by Liabilities?
3. Draw up a form of Bill Book having at least six entries, and also explain the term "days of grace."
4. Write a telegram not exceeding ten words to Gage & Co., Toronto, ordering a gross of Copy Books to be sent by express, and to draw on you at sight.
5. Journalize:  
(a) Commenced business with Cash, \$1,200; Merchandise, \$1,500; notes of different parties for \$1,000.  
(b) Bought of James Brown for Cash, leather worth \$200; sold it afterwards for \$250.  
(c) Discounted a note made by John Jones in my favor for \$500, at Merchants' Bank discount \$7.50.  
(d) Lost \$20, advertising \$1.00, paid finder of money \$2.  
(e) Bought of Brown & Co., on my note for 60 days, 200 bbls. of flour at \$5.00 per bbl., paid freight \$50.

GRAMMAR.

1. Define the following grammatical terms, and give examples of their use: relative, transitive, gerund, apposition, infinitive, person, participle.
2. Write a full note on the compound Personal Pronouns. Discuss the meaning of the syllable *self*.
3. Parse the italicized words in the following sentences: It cost a dollar. He taught the boy *Latin*. There is no one here *but* respects you. We walked *ten miles*. I am surprised at John's *selling* his farm. He was ready to do it.
4. Classify the Adverbs (1) according to their force in a sentence, (2) in respect to their meaning.
5. Write notes on "Cognate Object," "Incomplete Predication," "Factitive Verbs," "Absolute Case."
6. "The Norman Conquest and its social and political consequences had an important, but perhaps generally overrated, influence on the language of the English people." Expand this statement.

ANALYSIS.

1. State and explain the various terms employed in the analysis of sentences.
2. Name and give examples of the chief connectives of noun clauses.
3. Distinguish between the different types of co-ordination in compound sentences.
4. Analyse:  
But me, not destined such delight to share,  
My prime of life in wandering spent, and care:  
Impelled with steps unceasing to pursue  
Some fleeting good that mocks me with the view;  
That, like the circle bounding earth and skies,  
Allures from far, yet, as I follow, flies;  
My fortune leads to traverse realms alone,  
And find no spot of all the world my own.