

3. What is the present calling of Matthew Arnold? Sketch very briefly the main points of interest in his life. In choice of themes compare him with Ruskin. What are the names of some of his recent famous lectures?

4. Addison has been called a "gentle humourist." What traces of humour do you discern in the "Golden Scales?" How account for the difference in the kind of words used in the "Vision of Mirza," and in the description of Will Wimble?

5. On what does the fame of Dr. Arnold chiefly rest? What special marks of literary style have father and son in common? In what traits of personal character do they differ?

6. Name the seats of the great English universities. What writers have done much to remedy abuses of these schools?

7. For what are Hogarth and Cruickshank respectively noted? Answer fully.

8. Why is Carlyle's an eminent name in English literature?

9. Give the names of some of the most noted biographers of Oliver Cromwell, and epitomize from the selection in the Reader Carlyle's estimate of him.

10. Make sentences to show the difference in meaning between silent and taciturn, Puritan and Nonconformist, revive and succor, ingenious and ingenuous, strengthen and establish, religion and morals.

11. In his choice of words, Goldwin Smith is said to be almost beyond reproach. Make a list of at least ten words from his "Morals of the Eighteenth Century," that are aptly chosen.

#### PRIMARY SCHOOLS (PHILADELPHIA).

TERM EXAMINATION, JUNE 16, 1886.

##### FIRST GRADE—DRAWING.

The ruler is not to be used in any of these exercises. The teacher should give out one exercise at a time, and allow the pupils sufficient time to finish it before proceeding with the next. Use the large form models for 2, 4 and 5.

1. Draw four straight lines entirely across the slate, leaving some space between them. [Credits 0 to 20.]

This is to be done by the class simultaneously; the teacher counting one, two, three, four, for the lines in succession, with a sufficient pause between. But one trial to be allowed and no erasures.

2. Draw a circle. (Show the pupils the base of the cylinder, and have the circle drawn that size.) [Credits 0 to 20.]

3. Draw a semi-circle. [Credits 0 to 20.]

4. Show the pupils the square pyramid and have them draw one of its triangular faces. (The figure is to be made the size of the one they see.) [5 credits for approximate correctness of size; 0 to 10 for correct proportions of figure, and 5 for execution.]

5. Have the pupils draw the base of the square pyramid or one face of the cube.

[Credits, same as for 4th.]

##### SECOND GRADE—DRAWING.

The ruler is not to be used in any of these exercises. The teacher should give out one exercise at a time and allow the pupils sufficient time to finish it before proceeding with the next.

1. Draw five straight lines entirely across the slate, leaving some space between them.

[Credits 0 to 20.]

This is to be done by the class simultaneously; the teacher counting one, two, three, four, five, for the lines in succession, with a sufficient pause between. But one trial to be allowed and no erasures.

2. Draw a circle. (Show the pupils the base of the cone and require the circle to be drawn the size of that presented. Use the large form model.) [Credits 0 to 20.]

3. Hold two sticks in the following positions successively, and have the pupils draw what they see:—(1) An obtuse angle. (2) Parallel slanting lines running from left to right. Hold the sticks about an inch apart.

[10 credits for each.]

4. Cut from paper or card-board a triangle whose base is  $1\frac{1}{2}$  inches and whose other sides are 4 inches. (Require the pupils to draw the figure this size.) [5 credits for approximate correctness of size; 0 to 10 for correct proportions of figure: and 5 for execution.]

5. Draw a square. Put a point in the middle of each side. [Give 4 credits for