

CLASS-ROOM.

EDUCATION DEPARTMENT, ONT.

JULY EXAMINATIONS, 1890.

High School Entrance.

ENGLISH GRAMMAR.

Examiners—J. E. Hodgson, M.A., Thomas Pearce.

NOTE.—All candidates will take questions I, 2, and 3 and any two of the other questions. A maximum of five marks may be added for neatness.

1. Classify the words in the following passage into (a) those that admit of a change of form to express a difference in meaning or relation, and (b) those that admit of no such change: from (a) select those that admit of change to shew difference of relation:

"I saw her but a moment,
Yet I think I see her now,
With a wreath of orange blossoms
Upon her snow-white brow." [24]

2. (a) The closing scene of French domination in Canada was marked by circumstances of deep and peculiar interest.

(b) "If on this verse of mine
Those eyes shall ever shine,
Whereto sore-wounded men have looked for life,

Think not that for a rhyme,
I name thy name, true victress in this strife."

(1) Analyse fully the sentence in (a). [6]

(2) Classify and give the relation of the clauses in (b). [12]

(3) Point out and classify the connecting words in (b). [8]

(4) Parse the words printed in italics. [14]

3. Correct the errors in the following sentences:—

(a) When each of the pupils had took their place in the class, the teacher begun to ask questions.

(b) That boy don't know his lessons and he ain't never sorry.

(c) Whom do you think called on me the other day but he, the man that I hated.

(d) His brother has wrote more books on that subject than he has done.

(e) Let's you and I the battle try.

(f) Our teacher has spoke of Mr. Willson,

the secretary and the treasurer of the Board, about giving us a holiday. [12]

4. (a) Puralize:—*potato, cherub, valley, baby, mother-in-law, court-martial.*

(b) Give the other degrees of comparison of:—*noisy, fore, old, cautious, sweetly, extreme.*

(c) Give the principal parts of:—*seek, bear, chide, crow, fall, slide.* [12]

5. Where possible, give a noun formed from each of the adjectives in the following list of words, and an adjective from each of the nouns:—*brief, sleep, superior, amiable, death, hope, wood, deep, high, rock, table, close.* [12]

6. Frame sentences to show that each of the following may be used with the value of more than one part of speech, and in each case name the part of speech:—*who, to rent, in the garden.* [12]

7. Explain what is meant by "qualifying," "apposition," and "agreement." Illustrate from the following sentence:—*These boys, my cousins, have beautiful toys.* [12]

HISTORY.

NOTE.—Candidates will take any four questions in I, and any two in II. A maximum of five marks may be added for neatness.

I.—British History.

1. Give an account of any two invasions of Great Britain, with the results thereof. [12½]

2. Sketch briefly the reign of King John, and shew what liberties and privileges of the English people were then secured. [12½]

3. What was Queen Elizabeth's claim to the throne of England? Show the importance of her reign as regards (a) literature and (b) commerce. [12½]

4. Give an account of the circumstances that led to the establishment of the Protectorate. [12½]

5. What gave rise to the war of American Independence? Give a brief account of it. [12½]

6. Write brief notes on:—(a) The First Reform Bill, (b) The Abolition of Slavery, (c) The Chartist, (d) The Disestablishment of the Irish Church. [12½]