

## Examination Papers.

## EDUCATION DEPARTMENT, ONTARIO.—JULY EXAMINATIONS, 1885.

FIRST CLASS TEACHERS—GRADES A AND B.

## ROMEO AND JULIET.

Examiner—J. E. Hodgson, M.A.

1. Define the dramatic unities and examine Shakespeare's observance of them in his *Romeo and Juliet*.

*Jul.* Wilt thou be gone? it is not yet near day:  
It was the nightingale, and not the lark,  
That pierc'd the fearful hollow of thine ear;  
Nightly she sings on yon pomegranate tree:  
Believe me, love, it was the nightingale.

*Rom.* It was the lark, the herald of the morn.  
No nightingale: look, love, what envious streaks  
Do lace the severing clouds in yonder east:  
Night's candles are burnt out, and jocund day  
Stands tiptoe on the misty mountain tops.  
I must be gone and live, or stay and die.

*Jul.* Yon light is not day-light, I know it, I:  
It is some meteor that the sun exhales,  
To be to thee this night a torch-bearer,  
And light thee on thy way to Mantua:  
Therefore stay yet,—thou need'st not to be gone.

*Rom.* Let me be ta'en, let me be put to death;  
I am content, so thou wilt have it so.  
I'll say you grey is not the morning's eye,  
'Tis but the pale reflex of Cynthia's brow;  
Nor that is not the lark, whose notes do beat  
The vaulty heaven so high above our heads.  
I have more care to stay, than will to go:  
Come, death, and welcome! Juliet wills it so.  
How is 't, my soul? let's talk, it is not day.

- Discuss the literary form of this extract.
  - Point out the figures of speech and explain their force and propriety.
  - Write a note on Shakespeare's use of "thou" and "you."
  - Explain: "*Reflex of Cynthia's brow.*" "*I have more care to stay, than will to go.*" "*The fearful hollow of thine ear.*"
3. It has been pointed out that the first three acts of this drama are characterized by flaws, as compared with the last two. Illustrate and account for this.
4. "It is a young man's tragedy in which love and youth are brought face to face with hatred and death." Criticize.
5. Quote from the play passages that you deem worthy of remembrance. Give reasons for your preference.
6. Assign each of the following speeches to its proper character and give the context:—
- "Who set this ancient quarrel now abroad?"
  - "O, then, I see, Queen Mab has been with you."
  - "The clock struck nine when I did send the nurse."
  - "But Mantua's law  
Is death to any he that utters them."
  - "The sun for sorrow will not show his head."

## ADDISON AND MACAULAY.

Examiner—J. E. Hodgson, M.A.

- Write a short account of the life and times of Addison, from a literary standpoint.
- Quote from the Prologue to the Satires, Pope's estimate of Addison. Characterize its justness.
- Give the substance of the Vision of Mirzah.
- Enumerate some of the excellences and defects of Macaulay's work as an essayist.
- Addison gave the play to the managers of Drury-lane theatre, without stipulating for any advantage to himself. They, therefore,

thought themselves bound to spare no cost in scenery and dresses. The decorations, it is true, would not have pleased the skilful eye of Mr. Macready. Juba's waistcoat blazed with gold lace; Marcia's hoop was worthy of a duchess on the birthday; and Cato wore a wig worth fifty guineas. The prologue was written by Pope, and is undoubtedly a dignified and spirited composition. The part of the hero was excellently played by Booth. Steele undertook to pack a house. The boxes were in a blaze with the stars of the peers in opposition. The pit was crowded with attentive and friendly listeners from the inns of court and the literary coffee-houses. Sir Gilbert Heathcote, governor of the Bank of England, was at the head of a powerful body of auxiliaries from the city;—warm men and true whigs, but better known at Jonathan's and Garroway's than in the haunts of wits and critics.

Examine as to how far the above conforms to, or violates, the rules laid down for the construction of the paragraph.

6. Compare the styles of Addison and Macaulay with regard to grace, humor, pathos, clearness, strength.

## ENGLISH GRAMMAR AND HISTORY OF ENGLISH LITERATURE.

Examiner—John Seath, B.A.

NOTE.—Answers to be as concise as possible.

1. Write notes, with illustrations, on the important points in the history of the English Language, under the following heads:—

I. The characteristics of Old English (or Anglo-Saxon). II. The influence upon Old English of (1) Celtic; (2) the Latin of the Roman missionaries, and (3) Danish. III. The characteristics of English at the Norman Conquest. IV. The influence of Norman French on (1) the Inflections; (2) the Vocabulary; (3) the Word-formation; (4) the Pronunciation; and (5) the Syntax, of Old English. V. The chief characteristics of Early and of Middle English. VI. The rise of Modern English—Chaucer and the East Midland dialect. VII. Character of the changes in English since Chaucer's time in (1) Inflections; (2) Vocabulary; (3) Pronunciation; (4) Word-formation; and (5) Syntax. VIII. The influences at work on the language-forms of Modern English.

2. Illustrate, as fully as you can, the influence upon our vocabulary, of (1) the Principle of Ense; (2) Emphasis, and (3) Analogy.

3. Classify the qualities of style under the following heads:—  
I. Intellectual Qualities (that is, those that effect the understanding); II. Emotional Qualities (that is, those that affect the feelings); III. Elegancies. Illustrate each quality by reference to writers with whose works you are acquainted.

4. Give a list of the influences that affected English Literature from the time of Chaucer till the end of the reign of James I., naming those writers that seem to you to be the most marked products of their times, and assigning reasons for your choice.

## ENGLISH AND CANADIAN HISTORY.

Examiner—Jas. F. White.

NOTE.—Five questions will be counted a full paper.

1. Give a sketch of England under Elizabeth, dealing with the social condition, the literary activity, the trade and wealth of the country and the personal supremacy of the sovereign.

2. Trace the growth of Ministerial Responsibility, individual and collective, referring especially to the Royal Council, Temple's Scheme, and Sunderland's Plan.

3. Sketch the character and policy of Edward Hyde, Earl of Clarendon, showing the faults of his administration, and the grounds of his impeachment.

4. What are the leading provisions of the Declaration of Rights and the Bill of Rights? Show the circumstances that led to the passing of the latter, and examine its bearing upon the legal powers of the Crown, and the privileges of Parliament and people.

5. Give a concise account of the system of French Government of Canada, commenting upon the important changes made, and describing the functions of the chief officers and the state of the administration of justice.

6. Write a paper on the trade and industries of the colony under the French régime, noting the efforts of the several French Ministers for their development, and the results.