

Equating values of $\tan^2 m$ we find

$$z = \frac{a^2 - ab - 2b^2}{2b}.$$

From right-angled triangle BPD ,

$$a^2 - (b+z)^2 = x^2,$$

$$\therefore x = \frac{a}{2b} \sqrt{\{(a+b)(3b-a)\}}.$$

ENGLISH.

(Candidates in Arts will omit questions 1, 2, 14 and 15. Candidates in Law will omit 3, 4, 5, 14 and 15. Candidates in Medicine will omit 1, 2, 3, 4 and 5.)

Write a composition, not exceeding 50 lines in length, upon any one of the following subjects:

- (a) "The Zulu War."
- (b) "All the world's a stage, and all the men and women merely actors."
- (c) "'Tis only noble to be good."
- (d) "The water system of Canada."

1. Brief sketches of the life and writings of Sir Francis Bacon, Beaumont, Fletcher, Lyly, Ben Jonson, Burton.

2. Point out clearly the distinctive traits of the literature of the Elizabethan period, shewing how it was affected by the domestic and foreign relations of England.

3. Give a short history of Milton, naming his chief prose and poetical works.

4. Brief notes on: Aescalon, Oreb, Titan, Delphian Cliff, Dodona, Aspramont, Lemnos, Taurus, Alcairo, Panim, Sovran, Cēchalia, Acheron.

5.
"Let such bethink them, if the sleepy drench,
Of that forgetful lake benumb not still,
That in our proper motion we ascend
Up to our native rest: descent and fall
To us is adverse. Who but felt of late,
When the fierce foe hung on our broken rear
Insulting, and pursued us through the deep,
With what compulsion and laborious flight
We sunk thus low?"

- (a) Rewrite in prose.
 - (b) Parse italicized words.
 - (c) Analyse the passage.
6. Trace briefly the formation of the English language from the Anglo-Saxon, shewing the causes which brought about the change.

7. Write a brief paper upon the English possessive case; its origin, form, etc.

8. Classify pronouns in English, and name the class (or classes) to which the following belong: *mine, either, what, none*.

9. Distinguish clearly between poetry and prose; and explain the nature of the following metres: iambic hexameter, dactylic, trimeter.

10. Name two English words from each of the following languages: Greek, Dutch, Chinese, Arabic, French, Italian, Persian.

11. Write brief notes upon: hybrids, Celtic language, permutation of letters, accent, orthoepey, patronymics, augmentatives.

12. Brief notes upon the grammatical and etymological peculiarities of: *was, many a, a hunting, thither, till, to wit, myself, twelve, double, further, spinster, none*.

13. Parse italicized words in the following:
This being mine.

Al! me! I have lost what you yourself gave me.

14.
"Vice is a monster of such frightful mien,
That to be hated, needs but to be seen;
But seen too oft, familiar with its face,
We first endure, then pity, then embrace."
Analyse fully.

15. "English Grammar is more regular and less complex than the grammar of most languages." Criticise, explain, and illustrate.

EDUCATION DEPARTMENT, ONTARIO.

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FIRST-CLASS TEACHERS.

ENGLISH GRAMMAR AND ETY- MOLOGY.

1. "*King Richard*—
He is our cousin, cousin; but 'tis doubt,
When time shall call him home from banishment,
Whether our kinsman come to see his friends,
Ourself, and Bushy, Bagot here, and Green,
Observ'd his courtship to the common people; 5
How he did seem to dive into their hearts
With humble and familiar courtesy;
What reverence he did throw away on slaves;
 Wooing poor craftsmen with the craft of smiles,