

Examination Papers.

ADMISSION TO HIGH SCHOOLS.

(We intend for the future to insert under this heading, in chronological order, the various examination papers that have been set for admission to high schools.)

SPELLING.

DECEMBER, 1875.

1. Distinguish 'heels' from 'heals,' 'stares' from 'stairs,' 'pares' from 'pairs,' 'pears' and 'peers,' 'wring' from 'rung,' 'rain' from 'rein,' 'mane' from 'main,' 'sane' from 'seine,' 'maze' from 'maize.'

2. Give the different meanings of 'dock,' 'sewer' and 'row.'

3. Point out the dissyllables, the silent letters, and the digraphs in the following stanza :

"With many a curve my banks I fret
By many a field and fallow,
And many a fairy foreland set
With willow-weed and mallow."

—*Tennyson.*

4. Correct, where necessary, the spelling of the following words: Phillip, Henry, Arther, stony, jealousy, scissors, petition, hunderd.

JUNE, 1876.

1. State the rules for the use of capital letters.

2. In the following passage, point out, (1) the diphthongs; (2) the silent letters :

"Southward with fleet of ice
Sailed the corsair, Death;
Wild and fast blew the blast,
And the east wind was his breath."

—*Longfellow.*

3. Distinguish 'lie' from 'lay,' 'doe' from 'dough,' 'sighs' from 'sire,' 'soar' from 'sower.'

4. Each of the following combinations of letters represents two words. State in each case what the meaning is when the diphthong is pronounced like *ou* in *out*, and when it is pronounced like *o* in *no*: Bow, lower, row, sow.

5. Accent: Ally, arithmetic, character, horizon, lunatic, bitumen, harass, sedentary.

DECEMBER, 1876.

1. Point out in this verse, (a) the diphthongs; (b) the silent letters :

"Come back! come back!" he cried in grief,
"Across this stormy water,
And I'll forgive your Highland chief,
My daughter! oh, my daughter!"

2. Distinguish 'rise' from 'raise,' 'sit' from 'set,' 'place' from 'plaice,' 'lair' from 'layer,' 'course' from 'coarse,' 'glacier' from 'glazier.'

3. Each of the following words has different meanings, according as the accent is placed on the first or second syllable. Distinguish these meanings: 'Survey,' 'gallant,' 'desert,' 'minute.'

4. Form verbs corresponding to the following nouns or adjectives: Choice, smooth, breath, loss, glass.

5. Make a list of the principal stops and other marks used in writing and printing, and give their names.

FOURTH BOOK.

JULY, 1877.

1. Correct, when necessary, the spelling of the following words: Branc, counterpane, counterfeit, dromedary, sophia, northren, callicoe, parallell, tremendous, ellevater, recieved, believed, berieved, Teusday.

2. Distinguish the words in each of the following groups from one another: Lead, lode, and lowed; soar, sore, and sower; suit, spot, and suet; freeze, frees, and frieze; fanc, feign, and vane; scene, seen, and seine; to, too, and two.

3.

"Departed spirits of the mighty dead!
Ye that at Marathon and Leuctra bled!
Friends of the world! restore your swords to man;
Fight in his sacred cause, and lead the van!
Yet for Sarmatia's tears of blood atone,
And make her arm puissant as your own!
Oh! once again to Freedom's cause return
The patriot Tell—the Bruce of Bannockburn!"

(1) Whence have the "spirits of the mighty dead" departed?

(2) Who bled at Marathon and Leuctra?

(3) Who are called "friends of the world," and why does the poet so call them?

(4) In what sense is the word 'man' used in line 3, and 'return' in line 7?

(5) Where is Sarmatia?

(6) What is meant by "Sarmatia's tears of blood"?

(7) Who were Tell and Bruce?

(8) Give the meaning of 'van' 'atone' and 'puissant.'

(9) Why is 'Freedom' printed with a capital F.

(10) Point out the silent letters in the first and third lines.

4. Answer the following questions based on Humboldt's account of the earthquake of Caracas:

(1) Where is Caracas?

(2) Mention any other cities that have suffered in a similar way from earthquakes.

(3) When does Holy Thursday occur?

(4) "The ground was in a constant state of undulation, and heaved like a fluid under ebullition."

Explain the meaning of 'undulation' and 'ebullition'.

DECEMBER, 1877.

1. "Ruin seize thee, ruthless king!
Confusion on thy banners wait!
Though fanned by Conquest's crimson wing,
They mock the air with idle state.
Helm nor hauberk, twisted mail,
Nor e'en thy virtues, tyrant, shall avail
To save thy secret soul from nightly fears,
From Cambria's curse, from Cambria's tears."

(1) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.'

(2) By whom is the passage supposed to be spoken?

(3) Who is its author, and about what time did he live?

(4) Name the 'king' and tell why he is called 'ruthless.' About what time did he live?

(5) Give the other name of Cambria, and tell where it is.

JULY, 1878.

1. Give in your own words the substance of the lesson on the discovery of America.

2. "But when the most valiant of the Persian army had almost enclosed the small forces of the Greeks, then did Leonidas, King of the Lacedaemonians, with his 300, and 700 Thespians, which were all that abode by him, refuse to quit the place which they had undertaken to make good, and with admirable courage not only resist that world of men which charged them on all sides, but issuing out of their strength, made so great a slaughter of their enemies that they might well be

called vanquishers, though all of them were slain upon the place."—*Raleigh's History of the World.*

(1) Give the name of this battle, and that of the Persian king, and tell in what country, and about what year, it was fought.

(2) What was the nature of the place where the engagement occurred?

(3) Where did the Lacedaemonians live?

(4) 'Issuing out of their strength.' Explain the meaning of 'strong.h.'

(5) Tell what you know about Raleigh.

DECEMBER, 1878.

1. "The intelligence of the unexpected landing of Wolfe above the town was first conveyed to the Marquis de Vaudreuil, the Governor-General, about day-break. By him it was communicated without delay to Montcalm. Nothing could exceed the astonishment of the latter at the intelligence. He refused at first to give credence to it, observing, 'It is only Mr. Wolfe, with a small party, come to burn a few houses, look about him, and return.' On being informed, however, that Wolfe was at that moment in possession of the Plains of Abraham—'Then,' said he, 'they have at last got to the weak side of this miserable garrison. Therefore, we must endeavor to crush them by our numbers, and to scalp them all before twelve o'clock.' He issued immediate orders to break up the camp, and led a considerable portion of the army across the River St. Charles, in order to place them between the city and the English. Vaudreuil, on quitting the lines at Beauport, gave orders to the rest of the troops to follow him. On his arrival at the Plains, however, he met the French army in full flight towards the bridge of boats, and learned that Montcalm had been dangerously wounded. In vain he attempted to rally them—the rout was general—and all hopes of retrieving the day and saving the honor of France, were abandoned."—*Fourth Reader, p. 88.*

(1) Explain the sense in which the words 'intelligence,' 'credence,' 'garrison,' 'endeavor,' 'issued,' 'lines,' 'rally,' 'rout,' 'abandoned,' are used in this passage.

(2) What is meant by 'retrieving the day,' and what by 'saving the honor of France'?

(3) 'Landing of Wolfe above the town.' Name the town. By what route did Wolfe come to it? In what direction from it is a place above it?

(4) What is the position of Beauport, the River St. Charles, and the Plains of Abraham with reference to this town? Across what was the bridge of boats?

(5) Which two of the following words are pronounced alike: 'rout,' 'rout,' 'route.'

(6) How many years have gone by since the events here told happened? Give the rest of the story of Wolfe and Montcalm in your own words.

2. Give an account of the conquest of Mexico.

3. "What should we do but sing His praise
That led us through the watery maze,
Where lie the huge sea-monsters wracks,
That list the deep upon their backs,
Unto an isle so long unknown,
And yet far kinder than our own?
He lands us on a grassy stage,
Safe from the storms and prelates' rage."

—*Song of the Emigrants in Bermuda.*

Fourth Reader, p. 143.

(1) What is meant by 'the watery maze,' and why is it called a 'maze'?

(2) What is meant by 'the deep'? Name the 'isle so long unknown,' and also 'our own.'

(3) Who 'lands us on a grassy stage'? What is the meaning of 'stage' in this line? What are 'prelates'? Explain the reference in 'prelates' rage'?

(4) Make a list of the dissyllables and one of the trisyllables in these lines.

(5) Give the other words pronounced the same as 'praise,' 'led,' 'maze,' 'sea,' 'their,' 'isle,' 'an,' 'so,' 'our,' and explain their meaning.