

SECTION III.

1. What are the special advantages of the object-lesson as an educative power?
2. Describe the method by which you would teach history in preparing a class for examination in Standard III.
3. State how you would teach simple subtraction, clearly explaining the *rationale* of the rule; and give such illustrations as you consider would be necessary to a class.

SECTION IV.

Draw up full notes of a lesson on *one* of the following subjects:—

- (a.) The human ear.
- (b.) Cleanliness.
- (c.) The mountain system of Central Asia.

SECTION V.

Construct a time-table for *one* of the following schools:—

- (a.) Your own school (if you are the principal teacher); and specify any peculiar circumstances you have taken into consideration.
- (b.) A mixed school of 40 pupils, with teacher unassisted.
- (c.) An infant school of 40 pupils, forming part of a school of 80 pupils, the mistress being unassisted, and having charge of the needlework of the girls in the master's department.

SECTION VI.

1. What is meant by "strict average" and "working average," and how is each to be obtained from the register?
2. Under what circumstances may it be necessary to cancel a mark in the attendance register, and how should it be done?
3. What are the uses of registration to the parents, to the teacher, and to the Education Department?

CLASS D.—ENGLISH GRAMMAR AND COMPOSITION.

Time allowed: Three hours.

1. What general rules would you lay down for the division of words into syllables? Correct, with reasons, or justify the division of the following words: e-le-phant, ass-is-tance, phal-anx, drow-sy, mark-et, e-du-ca-tion, ci-vil, tow-ards, blank-et, hear-ken, migh-ty, pas-sing.

2. In what respects do *a* and *the* differ (a) from an adjective, (b) from a pronoun? Define exactly the force of the italicized articles in the following sentences: *A* few men; many *a* man; myself and a sister both born in *an* hour; *a* Kepler; I am alone *the* villain of the earth; the birds of *the* air; *the* judicious few; the king is angry—see, he bites *the* lip; Alexander *the* Great.

Are the following italicized words articles? If not, state what they are:—*An* I have not ballads made on you all; his disciples were *an* hungered; he that died *a* Wednesday; I go *a* fishing; a hundred *a* year; the sooner *the* better.

3. What is the meaning of the apostrophe before the *s* of man's? What theory formerly prevailed as to the origin of this *s*, and how can you conclusively disprove the theory? State, with reasons, whether the following are correct or not: The wrath of Peleus' son; Festus came into Felix' room; for conscience' sake; and the weaned child shall put his hand on the cockatrice' den; Harris' Hermes; Millais's picture; for whose name sake I have been made willing.

4. What is the difference between *pleasing* as an adjective and *pleasing* as a participle? Explain why adjectives can be so easily used as adverbs in poetry. Give an instance of an adjective that has become a preposition, one of a preposition become an adjective, and one of an adjective become a noun.

5. The relative combines the functions of two different parts of speech: define these functions. What are the two main uses of the relative, and in what various ways is the ambiguity that arises therefrom avoided? When may the relative be omitted?

6. For what different parts of speech may the infinitive stand in a sentence? What relationship has the gerund to the infinitive, and how is it to be distinguished from the verbal noun and the present participle?

7. Parse fully the italicized words: Who *fair* him 'quited *as that* wondrous was; Richard *except*; there is no man *but* hates me; 'gainst that season comes; think'st *thee*?; and may direct his course as *please* himself.

8. Correct, with reasons, or justify—

- (a.) Simon, the witch, was of this religion too. (*Bunyan.*)
- (b.) Who should I meet the other night but my old friend? (*Spectator.*)
- (c.) Whom do men say that I am? (*Bible.*)
- (d.) Gedaliah, who with his sons and his brothers were twelve. (*Bible.*)
- (e.) So hand in hand they pass'd, the loveliest pair
That ever since in love's embraces met. (*Milton.*)
- (f.) For thou shalt go to all that I shall send thee. (*Bible.*)
- (g.) I had rather be a doorkeeper. (*Bible.*)
- (h.) Many of your readers have mistook that passage. (*Steele.*)
- (i.) A man were better relate himself to a statue. (*Bacon.*)
- (j.) I would wish me only he. (*Shakespeare.*)
- (k.) What went ye out for to see? (*Bible.*)

9. Describe any piece of scenery or any scene in life that seemed to you striking when you saw it.

10. Spell the words dictated by the Supervisor.

11. Write and punctuate the passage dictated by the Supervisor.