

2. Draw up a time-table for the upper division of a mixed school, consisting of Standards II., III., IV., V., and VI.: staff—master, and pupil-teacher of the third year. How would the pupil-teacher be engaged? Assign a reason for your answer.

3. Draw up notes of a lesson on one of the following subjects: (a.) Coal (Infants). (b.) The pronoun (Standard III.). (c.) The influence of pure air and water on health (Standard VI.).

4. Write a connected series of questions on the following passage, having in view the full elucidation of its meaning, and the impressing of its main facts on Fifth Standard pupils. Give the answers you would expect to receive: "When the astonishing sagacity and enterprise of the Genoese had discovered the confines of a new world across the trackless Atlantic, it was without hesitation concluded, not only by himself, but by all Europe, that the new land formed the extreme eastern shore of Asia. Hence the name of *Indies* was erroneously given to those islands—a mistake which has been perpetuated even to the present time."

SECTION II.

[Two Questions to be taken.]

5. "Mere cram is not only useless in itself, but injurious in its effect upon the mind." What harmful consequences are here alluded to? Illustrate your answer by any of the common subjects of elementary instruction.

6. Write a short essay on—Association: its influence on the memory, and its bearing on the teacher's work.

7. State in order of importance at least four great aims that the mental trainer should keep in view. In what does their importance consist? and in what specific ways should they influence the teacher's practice?

8. Draw up, as for the guidance of a young pupil-teacher, a short code of rules designed with a view to the minimising of punishment.

SECTION III.

[Two Questions to be taken.]

9. Describe the plan of procedure you would expect a pupil-teacher in charge of the First Standard to follow in teaching reading to pupils who had no previous knowledge of the subject.

10. What are the primary essentials of good English composition? Outline the way in which you would train your pupils to acquire them.

11. What should be the characteristics of a satisfactory set of school copy-books? What is the chief drawback to the use of engraved headlines, and how would you overcome the difficulty?

12. Write out a full explanatory solution of one of the following problems: (a.) Divide £1 6s. 1d. among three persons, giving A 3s. 4d. more than B, and 2s. 6d. more than C. (b.) What is the least sum of money that can be exactly expressed in half-crowns, dollars, or rupees—a dollar being worth 4s. 2d., and a rupee 1s. 10d.?

English.—For Class D. Time allowed: 3 hours.

[All the Questions are to be attempted.]

1. Explain the nature of historical as contrasted with analytical grammar. Why has the former been termed the complement of the latter? Illustrate the value of both studies by words contained in the following passage: "The task of an author is, either to teach what is not known, or to recommend known truths by his manner of adorning them; either to let new light in upon the mind, and open new scenes to the prospect, or to vary the dress and situation of common objects, so as to give them fresh grace and more powerful attractions, to spread such flowers over the regions through which the intellect has already made its progress, as may tempt it to return, and take a second view of things hastily passed over, or negligently regarded."—(JOHNSON.)

2. Estimate the educational value of grammatical analysis of words and sentences. Can you show that this study tends to quicken the reasoning faculty? Explain and criticize the reasoning of the following passage: "The same persons who cry down Logic will generally warn you against Political Economy. It is unfeeling, they will tell you. It recognises unpleasant facts. For my part, the most unfeeling thing I know of is the law of gravitation: it breaks the neck of the best and most amiable person without scruple if he forgets for a single moment to give heed to it. The winds and waves, too, are very unfeeling. Would you advise those who go to sea to deny the winds and waves—or to make use of them, and find the means of guarding against their dangers? My advice to you is to study the great writers on Political Economy, and hold firmly by whatever in them you find true; and depend upon it that, if you are not selfish or hard-hearted already, Political Economy will not make you so."—(J. S. MILL.)

3. Write the following passage in modern grammar, spelling, and punctuation, adding explanatory notes: "They alledge heere-with, that before Poets beganne to be in price, our Nation, hath set their harts delight upon action, and not upon imagination: rather doing things worthy to be written, then writing things fitte to be done. What that before tyme was, I thinke scarcely Sphinx can tell: Sith no memory is so auncient, that hath the precedence of Poetrie. And certaine it is, that in our plainest homeliness, yet never was the Albion Nation without Poetrie. Mary, thys argument, though it be leaveld against Poetrie, yet is it indeed, a chaine-shot against all learning, or bookishness, as they commonly tearme it."—(SIR PHILIP SIDNEY.)

4. Criticize the following sentences: (a.) It is not that sense of awe and gratitude which, as far as we can see, really fills the King, which blinds men to the dangers of success, but rather the absence of any such sense of awe and gratitude. (b.) Steam factories of all descriptions have sprung up by the dozen, where their very suggestion was formerly considered an offence. (c.) If with equal force of character his intellectual power had been less, we should feel the shock without the mysterious attraction. (d.) In the centre of the crowd stood a man quite as noble, and even more remarkable than either Sir Lionel, the Rector, or Martin.