

8. What waters are joined and what lands divided by the following straits: Straits of Otranto, Ormuz, Magellan, Davis Straits, Palk Strait, and the Hellespont?

9. What and where are the Azores, Cyprus, Batoum, Kars, Corea, Kermadec, Honolulu, Hongkong, Benares, Quito, Candahar, Amour, Tchad, and Rapa?

10. Draw an outline map of the North Island of New Zealand, showing the provincial districts; and insert the names of the capes, rivers, and chief towns.

CLASS E.—ENGLISH HISTORY.

*Time allowed: Three hours.*

1. Give in tabular form and chronological order the names of the English Sovereigns that have reigned since the union of the Crowns.

2. Into what three parties were the people of England divided at the time of the Union? What were their respective expectations, and what the grounds on which these were based?

3. What was ship-money? By whom and on what occasion was its legality disputed? What were the consequences?

4. State what you know of each of the following: The Court of Star Chamber, the Act of Settlement, the trial of Dr. Sacheverell, the South Sea Bubble, and Catholic Emancipation.

5. What was the last battle fought (1) on English, and (2) on Scottish soil? State briefly the occasion and the results of each.

6. Give a short account of the Solemn League and Covenant, its origin and its object. When was it abolished?

7. In what reign was England's colonial empire founded? Name some of the colonies then established. When and how was Canada acquired?

8. What great reforms are due to the Parliaments of William IV.? Give the names of the statesmen most closely identified with the various measures by which these reforms were effected.

9. Say when and under what circumstances the British and Irish Parliaments were united, and mention any attempts that have been made to repeal the Union.

10. To what periods do the following writers belong: Dryden, Newton, Locke, Dr. Johnson, Burke, Moore, Hume, and Campbell? Name one or two of the chief works of each.

CLASSES D AND E.—SCHOOL MANAGEMENT.

*Time allowed: Three hours.*

[Candidates are not to answer more than one question in any section.]

SECTION I.

State what work has to be done in the school-registers at the end of each week, and show how the working average is ascertained for the quarterly return.

SECTION II.

Draw the ground-plan for a school of 100 children, representing all classes from P1 to S6. Show on the plan the sitting accommodation to be provided, and the location of each class. Give the probable number of pupils in each class, and show how you would distribute the teaching staff, if the school is to be organized in two departments.

SECTION III.

1. Construct a time-table for the upper department of the school mentioned in Section II.

*Or,*

2. Show what principles should be kept in view in constructing a general time-table, and write out a summary of the distribution of the pupils' time in the lower department of the school mentioned in Section II.

SECTION IV.

1. State the essentials of good reading. At what stages in the elementary school course would you expect the several essentials to be acquired, and how would you proceed in order to secure them?

*Or,*

2. "Children must not be taught or allowed to spell before they read." In view of this principle sketch the plan of a lesson for the youngest infant class.

SECTION V.

1. Classify under suitable heads the most common faults of writing, and group the letters according to the difficulty of their formation.

*Or,*

2. State what special benefits are to be derived from the cultivation of mental arithmetic in schools, and draw up three typical questions in mental arithmetic for each of the Standards III. and V.

SECTION VI.

1. Compare the advantages of teaching composition by means of stories read or matter given in class, with those of teaching it by setting subjects in regard to which the experience of the children is varied.

In correcting composition-exercises written by an upper class, to what mistakes have you most frequently to direct attention?