

PUPIL-TEACHERS' DEPARTMENT.

IN this month's number we are glad to be able to furnish our readers with a selection of examination papers given last September to candidates for the teaching profession in New Brunswick. We commend to their attention those on geography and composition, which are somewhat different, and we think superior, to questions on the same subjects given by the Central Committee of Ontario. We are able, also, to give a selection of questions used at the English Training Colleges in December last: with many of these our own will compare very favourably. They shew a noteworthy difference in the way of testing the student's knowledge. It will be observed that the English examiners give to the student, in many cases, a choice of questions upon a subject. They have then greater certainty in finding out what he knows, and the student has greater scope for shewing his knowledge. None of the questions impress us as some of those of one or two of our own examiners painfully do, with the feeling that they have a greater desire to shew their own knowledge than to test that of their candidates.

NEW BRUNSWICK EXAMINATION QUESTIONS.

SCHOOL MANAGEMENT.

1. Shew the necessity of the continuous ventilation of a school-room, (1) in respect of the health of the pupils and teacher, (2) in respect of mental vigour and application, (3) in respect of cheerfulness and good order.
2. Specify the essential conditions of good order in school.
3. Point out the effects of injudicious punishment upon the temper and character of children.
4. How do you propose to deal with pupils that are naturally dull, and cannot keep

up with their classes? How with those whose abilities enable them to outstrip their fellows?

5. Specify the means that may be properly employed by the teacher to secure the greatest possible regularity of attendance of pupils.

6. State the principles which should determine the character of the school *Time Table*. [Give any *illustrations* your time will permit.]

TEACHING.

1. Justify the following educational principles:—

(1) Exercise is the condition of development; and doing, of complete knowledge.

(2) The means ought to be consistent with the end.

(3) The ultimate objects of the study should always be kept in view by the teacher, that the end be not forgotten in pursuit of the means.

(4) Example and practice are more efficient than precept and theory.

2. Illustrate the above principles in a sketch of the course you would pursue, and the means you would employ in teaching reading, or other branch of study.

CANADIAN HISTORY.

1. Give some account of the life and character of Charles de LaTour, and of his first wife.

2. By whom was the River Saint Croix named? Where and when was the first settlement made on it? Describe the experiences of the settlers.

3. Under whose guidance was the Act of Union between the two Canadas consummated? Give the date, and name some of the leading provisions of the Act.