

DICTATION.

(For the Examiners.)

The passages A, B are to be given alternately if the number of Candidates is large and there is danger of copying. If one is enough, give the first (A).

The passage should be read *once* distinctly, and then dictated *once* in portions as marked.

If the room is large, and there is danger of your not being heard at its extremity, you may permit one of the officers of the college to stand half-way down the room, and repeat the words after you exactly as you give them out.

It is essential that there be no complaint on the part of the Candidates that they could not hear or understand; you can only prevent this by clearness, accuracy, and audibility.

A.

They paddled onward hour after hour, | sheltering themselves as best they could | under the shadow of the southern bank; | while on their right hand | the full sun-glare lay | upon the enormous wall of figs, and laurels, | which formed the northern forest, | broken by the slender shafts of bamboo tufts, | and decked with a thousand gaudy parasites; | bank upon bank of gorgeous bloom | piled upward to the sky, | till where its outline cut the blue flowers and leaves, | too lofty to be distinguished by the eye, | formed a broken rainbow of all hues | quivering in the ascending streams of azure mist, | until they seemed to melt | and mingle with the very heavens.

B.

As the sun rose higher and higher, | a great stillness fell upon the forest. | The jaguars and the monkeys | had hidden themselves | in the darkest depths of the wood, | the very butterflies ceased their flitting | over the tree tops, | and slept with outspread wings | upon the glossy leaves, | undistinguishable from the flowers around them. | Now and then a parrot swung | and screamed at them from an overhanging bough; | or a thirsty monkey | slid lazily to the surface of the stream, | dipped up the water in his tiny hand, | and started chattering back, | as his eyes met those of some foul alligator | peering upward | through the clear depths below.

ANSWERS TO THE MATHEMATICAL QUESTIONS

Males.

ARITHMETIC.

1. - 12,481,875.
2. - Eldest brother's share, 5a. 2r. 14p., each younger brother's share, 3a. 2r. 36p.
3. - £784 2s. 9½d.
4. - 5½d.; ¼.
5. - 369140625; 1 ft. 1.2890625 in.
6. - See Moffatt's Scholarship Answers, 1882.
7. - 10 yards.
8. - 10 days.
9. - £1160.
10. 101½.
11. - 3 ⅞ ft.
12. - 12s. 11½d. per yard.

ALGEBRA.

6. - $(a+b)^2 + 2a^2b^2 = a^4 + b^4 + 4ab(a+b)^2$
7. - $4b(x+y)$; $x-y+1$.
8. - $\frac{x}{4}(x+2)$.
9. - (1) 1½. (2) $x=9$, $y=-3$. (3) 10, or $-1\frac{1}{2}$.
10. - $(a+b)^2 - (a^2 - b^2) = 2ab(a+b)$.

MENSURATION.

13. - 1.2 in.; 1½ in.
14. - 39.19 + sq. yds.

Females.

ARITHMETIC.

SECT.

- I. - (1) £9 19s. 0½d. (2) 11 sq. yds. 8 sq. ft. 72½ sq. in. to be added; 12 sq. yds. 5 sq. ft. 63¾ sq. in. to be subtracted; 5 sq. ft. 135½ sq. in. to be added.

- II. - (1) £3074 14s. 9½d. (2) £1 1s.
- III. - (1) £8 16s. 3d. (2) £2 7s. 4¾d.
- IV. - (1) £344 10s. 3¾d. (2) £172 17s. 2¼d.
- V. - (1) £2716 17s. 10d. (2) Gam, £26 10s.
- VI. - (1) 2s. 1½d. (2) 7 days.
- VII. - (1) 90 a. 3 r. 33 p. (2) £1000.
- VIII. - (1) £16 635. (2) 4s. 9½d.; 047916 of £5.
- IX. - (1) 4½ years. (2) 4s. per quarter.

Practical Department.

SCHOOL GOVERNMENT.*

After urging the necessity of beginning in the right way the moral discipline of children, and explaining the origin of moral government in the family circle, the writer says:

"Next to the government of the home comes that of the school, and this we are now called upon more particularly to consider. First, then, we may contemplate the motives which should actuate the minds of children in rendering obedience. These motives may be many and varied, and in different schools or under different teachers different ones will prevail. For instance, in one school we will find that the degree of respect in which the teacher is held is the governing principle. In another he is beloved for his amiable qualities, and hence the desire to please him. In another the teacher in constructing his code of laws, has succeeded in making it both strict and popular. Again, in others some important interest of the pupil is made to do duty as a governing principle. In most of our best schools, however, different motives combine for the attainment of the desired end. In any case, whatever course be adopted, in order to the securing of proper order and cheerful obedience, should be such as will promote the growth of a spirit of kindness among pupils, and of every trait of character which adorns and ennobles the mind.

We are now to consider the best methods of detecting wrongdoing among pupils. In this, as in everything pertaining to his Profession, the teacher should adopt such measures as will convince the pupils that guilt cannot escape detection, then most of his difficulties in this direction are overcome. A few general principles may be laid down for the guidance of beginners, but success or failure will depend very much on the ingenuity of each teacher in the arrangement and perfecting of details.

Discourage and root out talebearing, if it exists in your school. Punish pupils sharply for bringing you information unsolicited. Encourage truthfulness in your pupils when placed under examination for the purpose of detecting wrongdoing. Many people consider a boy a hero who will prefer to undergo the most rigorous punishment rather than "peach" upon a comrade under examination. The same people should be consistent and heap honors upon the man who will lay perjury upon his soul in open court, or who will commit even a worse act in order to defeat the ends of justice. I have no sympathy with such notions of honor. If it is right and proper for men before properly constituted authority to bear witness against men for the maintenance of order in society, then it is right and proper for children to do the same thing under similar circumstances.

Few honorable men or women will stoop to play the spy upon their pupils. Do not permit your pupils to play the spy upon the actions of each other. This will exist in some schools to a greater or less extent. It is the offspring of jealousy, envy, or some malicious feeling. Stamp it out, for both it and its progenitors are

* Abridged from a paper read by Mr. S. Armour, before the East Victoria Teachers' Association.