

- (b.) Parse the words in italics.—Value 32.
 (c.) Give the etymology of sympathy, calamity, alleviates, serves, comforts.—Value 5.
 2. Correct the following and give reasons:
 Man rebelling against his Maker, brought him to ruin.
 He said that truth was immutable.
 Its being me need make no difference.
 All enjoyed themselves very much, us excepted.—Value 8.
 3. Give adjectives of a classic origin, corresponding with the following nouns: friend, ship, day, hand, year, house.—Value 6.
 4. Parse the words in italics:
 Everything that is *worth having* is *worth working for*.—Value 4.
 5. Describe the principal changes of construction and give examples.—Value 12.
 6. State the different circumstances under which the nominative case is found. Give examples.—Value 5.

ALGEBRA AND GEOMETRY.

Time 1½ hours.

1. Resolve into elementary factors:

$$9x^2yz - 3xy - 6y^4; x^6 - 1$$

Value 10.

2. Divide 64 into two such parts that $\frac{1}{3}$ of the greater is equal to $\frac{3}{7}$ of the less.

Value 8.

3. $x^6 - 2x^3 + 1$ by $x^2 - 2x + 1$.

Value 6.

4. Solve the equation:

$$\frac{x+4}{3x+5} + 1\frac{1}{8} = \frac{3x+8}{2x+3}$$

Value 16.

5. Give the definitions of plane angle, polygon, segment of a circle, hypotenuse, rectangle, trapezium.—Value 12.

6. Parallelograms on the same base and between the same parallels are equal.—

Provc.— Value 12.

7. In any right angled triangle the square which is described on the side subtending the right angle is equal to the squares described on the sides which contain the right angle.

—Prove.—Value 15.

8. Construct an isosceles triangle having the vertical angle four times each of the angles at the base.—Value 6.

EDITORIAL NOTES.

The new scheme for the superannuation of teachers, proposed by the Minister of Education, does not seem to have been received by the Teachers' Associations which have so far taken it into consideration. A large majority have expressed themselves as decidedly averse to any scheme of superannuation whatever. It is easy to guess that this majority is made up largely of those teachers who do not intend to remain in the profession for any considerable time. Apart from this, however, the scheme is not wholly acceptable even to those who intend to make teaching their life work, the main objections urged being that contributions to the

fund should be voluntary, or that if compulsory it should include High School teachers, Inspectors and Separate School teachers as well as Public School male teachers. Salaries are surely small enough and represent very inadequately the benefits conferred upon the public by the work of a conscientious and efficient teacher; why then should not state aid to education go so far as to grant a retiring allowance after say 25 or 30 years service without any previous contribution to the superannuation fund?

From our perusal of Gage's *School Journal* in the past, we were prepared