PROVINCIAL NORMAL SCHOOL.

Entrance Examination, January, 1887.

ARITHMETIC. Time, 1 hr 30 min.

1 Define and give examples of the following kinds of numbers - Abstract, concrete, simple, compound, prime, composite, square cube, irac-tional, and proportional

2. Distinguish clearly by means of examples between a cc-map measure, and a common mu-tiple of two or more nurshers, and find by *two* methods the G (' M of 162 423, and 1008

3. From 01/1 acres take 3 acres, 3 roods, 3 perches, 3 yards, 3 feet, 3 inches, and prove. (Do not reduce the quantities to their 1 west terms)

4. A farmer has a rectangular field 120 yards wide. He wikes to sow 3% acres of it in cats. What length must b, taken in order to enclose the required a, cat

5 Compare the following fractions:

and dotermine (a) the greatest, (b) the least, (c) the difference between the 2nd and 4th, (d) the quotient of the 4th by the 8rd.

6. A mer hant in Fredericton imports a bale of cloth contaning 32714 yds., which cost him \$786 At what price per yard must he sell at in order to gain 8114 per cont.?

7 A-train leaves St John at 7.30 a. m., standard time, and runs regularly at the rate of 30 miles an hour; when it reaches a certain station, it is 10.51 a. m., St John local time, of the same day. How far has the train run?

8 If seven-sixteenths of a ton of sugar costs \$43} what cost & hogshends each weighing 18 cwt., 8 qrs. 1714 lbs. ret.

9. If a pole 6 feet long cast a shadow 81 feet, what is the height of a spire whose shadow at the same time is 180 feet long?

10. Find the amount at maturity of a note for \$312.56 drawn on Aug. 16th, 1866, and due in 4 months, (allowing 3 days' grace) at 7 per cent.? (All operations to be exhibited. 8 Questions correctly answered, taken as a full paper.)

GEOGRAPHY. Time, 1 hr. 30 min. Draw an outline Map of New Brunswick and locate on it the chief rivers, towns, lines of railway, coast waters, and islands

2. What are the chief exports and imports of New Brunswick' Describe and locate on the map above drawn, the principal industries connected WILL LINCH.

3 Write full geographical notes on the following rivers, viz . Saint Lawrence, Severn, Rhine, Forth, Hudson.

4. Contrast New Brunswick and Nova Scotia in respect to (a) area (b) form, (c) surface and dmins ge, (d) natural resources, (e) population.

5. Give a brief description of, or name some fact connected with Bellast. Charleston, Bulgaria, Thunder Bay, Rugby, Esquimault, Albany, Dundee, Harper's Forry, Queenstown

6. Explain the following terms as applied to rivers — Source, banks, bed, channel, tributary, valley, basin. What is meant by a river system? Illustrate your answers where you can by a refer-ence to the rivers of New Brunswick.

7. Latitude and Longitude –Give an explanation of these terms from the following heads.—(a) What they are, (b) how measured, (c) from what lines measured and in what directions, (d) how each may he found from a map, (c) the connection between Initiade and climate (f) between longitude and time What is meant by Eastern Standard Time?

N. B. - Any six Questions, including the first, taken as a full paper.

ENGLISH GRAMMAR AND COMPOSITION.

Time, 1 hr. 30 min. 1 Use the following words correctly in sontences, viz — Seldom, preferable, differ, unanimously, eligible, committee, respectively, elder, much, many.

2. Correct: What kind of an apple is this? No ... ther course but this was open to him. Everybody thinks of themselves first. I should have thought he would have been here.

Write a letter to an absent friend, giving a description of your trip to Fredericton, your impres-sion of the city, the Normal School, and the En-trance Zaamlandion.

4. " For I hold that through the ages one encreasing

And the thoughts of men are widened by the process of the sums"
 And the thoughts of men are widened by the process of the sums "
 (a) Give the thought of the above lines in your

(b) Who wrote them, and from what pown are

they taken? What do you know of any recent poem by the same author? (c) Give the general and detailed analysis of the lines Ene

(d) Parso the words in Italics.

5. Explain the terms: --Inflexion, gender, person, voice, case, and name the parts of speech to which each may be applied.

6 Givo santences or quotations illustrating ... fullowing grammatical constructions, viz...Apposi-tion, nominative absolute, nominative of address, nouns, or pronouns following the verb " to be."

Write sentences illustrating all the uses of the following words, viz. —But, that, and still.
 8 Write the plurals of —Gentleman, plano forte, tooth-brush, pailful.

Write the comparative degree of - Much, ill, nigh,

Write the past tense of-Spring, bear, cat, lay,

fly, am, go.

N. R. - Any two of the first three Questions, including the 3rd, together with any three of the last five, includ-ing the 4th, taken as a full paper.

USEPUL KNOWLEDOR

Time, 1 hr. 1. Make a list of the principal forest trees of New Brunswick, and name the industries connected

2. Write what you know of the useful minerals of New Brunswick, in the following form, viz. :

Mineral.	Where found.	Uses.

3 Explain the beneficial results to be derived from (a) ploughing, (b) the use of manures, (c) rota-tion of crops.

4. "A house is merely an outer garment." "The human body may be compared to a steam engine." Explain these statements.

5. Name the rules of health to be observed in respect to (a) food, (b) clothing, (c) exercise, (d) rest, (c) ventilation, (f) the use of alcohol in any form

N. B.-Any four of the above taken as a full paper.

Time 1 hr. 80 min HISTORY.

1. Write a summary of the chief events in Can-adian History since Confederation.

Give a brief description (a) of the early sottlements in New Brunswick and Nova Scotla, or (b) of the expulsion of the Acadians, or (c) of the struggle for responsible government in New Brunswick.

3 Name any evolts in the History of a usada or of New Brunswick which occurred during the reigna of Henry VII, Charles I., Oliver drouwell, George III and Victoria, respectively.

George III and Victoria, respectively. 4 Write brief biographical notes, giving dates when you can, on any fire of the following person-ages in English History, viz .—Suetonius, Godwin Earl of Kent, Simon de Montfort, Warwick the king-unsker, Cardinal Wolsey, Earl of Essex, John Hampdea, Duke of Marlborough, William Pitt, Earl Leaconsfield; and of any fire of the following personages in Canadian History, viz.—The Cabots, Jacques Cartier, Sir William Alexander, Count Froncuac, Pontiac, Sir John Marcey, L. A. Wilmot, Joseph Howe and Sir John ... Macdonald.

5. Describe the plan of the English operations in America during the Seven Years' War, and illustrate your answer by a rough map of the ground over which they extended.

6 Make a list of sovereigns of the Brunswick line, and describe micfly the reign of any one of them

7. What is meant by the "Eastern Question," "Inperial Federation," "Home Rule," "The Fish-ery Question"?

8. Eplain the terms "Magna Charta," "Bill of Rights," Act of Settlement," "Canada a Sovereigu Colony," "Quebec Act," "British North America Act."

N. B. - Any five Questions, including the fourth, taken as a full paper.

INDUSTRIAL DRAWING.

Time, 1 hr. 15 min. 1 What do you understand by the terms free-hand drawing, geometrical drawing, and object drawing?

Compare and contrast the following, pointing out wherein they agree and wherein they differ.
 (a) A straight line, a perpendicular and a vertical

line (d) A compound curve and a reversed curve.
(c) An ellipse and an oral.
(d) A square and a rectangle.

8 Draw from memory, without the aid of a ruler, compasses or other mechanical help, two of the fol-lowing, making each drawing not less than two inches wide.-

.(4) A rosette composed of simple curves sym-metrically placed in a square. (5) A vaso outlined by compound reversed. curves

(c) A design composed of conventionalized forms.

TRACHER'S DIGNITY.

This, as a title, may be capable of two constructions: the first, the teacher's bearing; the second, his social position. This brief article shall glauce at the second rendering. We bespeak for the teacher's occupation the name of profession. Certain fixed laws are now formulated, and are the established guides of the natural teacher. Though that is the case the science and art of education lays down laws that are flexible and adaptable to each individuar. It is the pride of the medical fraiernity that they are advancing beyond mere epiricism and studying vigorously man-prescribing for the individual, not only for the disease that supposedly afflicts. The ministry, by reason of the many moral questions, that by the grace of some that seem to be just an infliction on the body religions, are readjusting their teachings, making their work concrete, not an unintelligible abstraction, implanting a principle of action and life, not a mere sonsation or feeling.

The expounders of the law are also seeing the necessity of reducing litigation; taking steps for the righting of wrongs, not making or fostering them

So the teacher's profession has grown to such proportions, by reason of the great minds that have rendered it exact with all the liberty of action found in other professions. These steps are the results of a growth that continually increases the dignity and importance of the work. As the minister, lawyer and phyrician are judged mainly by non experts in practice, but experts in observing results, each being weighed by the other three, so the teacher is weighed and takes his share in weighing.

E, the work done each should be measured. The teacher points with pride to a long line of carnest workers who have devoted their lives to the training of the young. Christ, himself, was found in the ranks.

Since him the many who have had news to tell us-some well remembered, others forgotten by a not always kind posterity, others at work to-day to whom the coming generation will mete out such reward as merited.

The teacher's guild is becoming more and more a distinct association, offering ample reward for those gifted by nature or exertion for a place within the ranks. The short-lived teacher-now many teach a term or so by way of experiment' or temporary occupation-will become one of the "has beens."

The six hours work and twenty-four hours care is not always pleasant for the young to endure, and in the vain attempt to escape it, may occupy the desk but a short time-others drop out for various reasons. As the term of office increases in length: as advancing civilization demands more culture and the teacher needing greater equipment and greater skill in using his recources, so will the profession advance in dignity and henor. This comes in time, not by demand, however stern and authoritative, but after due results have been she wa. Iowa has reason to be proud of her standing in that particular. The ardent desire to improve shown by the large attendance at institutes, the careful study given to methods of teaching and management of schools, mark a continual progress. We hear less of the rivalry between the country and city school teacher, the upward move is in pace and is attracting the world's attention.

This increase in the estimation of the people means a substantial increase in power. Altogether the outlook for the teacher is encouraging. The world moves and carries all with it, in the front lank of progress is found the teacher .- Norrial Inder.

OF the teachers in the schools of Now Westminster, B. C., four are New Brunswickers,