

might be brought home to students if they were made to compare operations on expressions involving powers of  $x$  only, and having no negative signs with the corresponding numerical operation obtained by putting  $x = 10$ .

*Primary Geometry.*

The bookwork was well done, but the rest of the paper was very poorly worked.

Question 4 says: 'Show how to construct a right angled triangle . . .'. Very few candidates gave any explanation of the construction. An appreciable number were content to use a set-square.

In Question 5 very many failed to note that the total of their angles differed from  $180^\circ$ , although they had just proved that this should be the total.

In Question 6 something like half the candidates were unable to mark the relative positions of north, south, east, and west. Usually east and west were transposed. The placing of south at the top of the page, while quite legitimate, should be discouraged. One candidate went so far as to put south at the top and east at the bottom. It is quite plain that no appreciable number of the candidates have ever been taught how to express a direction which does not coincide with a prominent point on the compass. The notation N  $22^\circ$  E, S  $81^\circ$  E, S  $16^\circ$  W, N  $46^\circ$  W, representing points respectively  $22^\circ$ ,  $99^\circ$ ,  $196^\circ$ ,  $314^\circ$ , proceeding clockwise from north, is probably the best for candidates taking the Public Examinations.

The final rider was done by a fair proportion of candidates, but a good many having proved that the triangles ABC, ADC were equal in all respects went on immediately to say 'therefore the angle AEB = the angle AED, E being the intersection of the diagonal'. A surprising number of candidates thought a quadrilateral must be either a square or a parallelogram.

**Junior Examination.**

*Junior English.*

A very satisfactory paper. The percentage of failures was very small, and excellent work was done in a fair number of instances. In the reproduction absolute accuracy was required, especially in the prose passage. In the two extracts from Tennyson the lines were often wrongly divided, and the metre

suffered in consequence. Candidates found the passage for analysis rather hard, but allowance was made for pardonable errors. Still it was done much more satisfactorily than the parsing, which should have presented few difficulties. It was fatal to parse the given words before analysing the sentence. In some cases the analysis contradicted the parsing.

Questions 4, 5, and 6 were designed to test the candidates' knowledge of Mrs. Lee's book of selections. Those who failed badly in these questions did not deserve to pass. Some wrote excellent accounts of the burning of the château, but space was often wasted in unnecessarily long introductions. It was not intended to debar candidates from writing more than a full page of their book, but this was to be the minimum. The alternative subject was disappointing. No one should have attempted it who had not a vivid recollection of the picture; whereas a great many wrote an abstract of Tennyson's poem, for which they gained little credit. In Question 7 the most common mistake was the use of 'affect' for 'effect', e.g. 'He tried to affect a cure'. Derivatives were asked for, not the derivation of the words. Thus 'momentary' and 'momentous' should have been given after using the word 'moment' in its different senses, and so they would have thrown light upon the meanings. Few gave more than one use of 'critical'.

The question on the correction of faulty sentences was well done in most cases.

### *Junior History.*

The work presented this year showed an improvement in several respects upon that of former years. There was not apparently so much memorizing of passages from the text-book, and the details were more carefully prepared. The paper, however, was fairly easy, and this may account for the wordiness of many of the answers. Irrelevant details and long drawn-out answers may afford some satisfaction to the candidate when he regards the quantity presented, but these things do not secure marks.

In former reports teachers have been urged to insist upon an accurate knowledge of the chief landmarks of English history. It is not necessary that the memory should be overburdened with dates, but the examiner should not be left in doubt whether the candidate knows which century he is writing about. The amount of knowledge can only be gauged by what is presented, and candidates must not think that a knowledge will be taken for granted of essential points not mentioned. If