

3. Characterize the various pretenders to the English throne and the results of their attempts.
4. In what various ways did favourites affect the policy of James the First and Charles the First?
5. Describe the steps by which Cromwell was compelled to assume a dictatorship.
6. Why was the English Revolution of 1688 a bloodless one, and what did it effect?
7. What were the relations between France and England during the reign of George the Third up to 1789?
8. Name the Prime Ministers of the reign of George the Fourth, and give an account of the more important measures of the Ministry of each.
9. What do you know of Domesday, the Act of Uniformity, Shipmoney, the Stamp Act, and the Manchester-Massacre?

Art of Teaching and School Management.—For Class D and Class E. Time allowed : 3 hours.

[NOTE.—Questions 1, 2, and 3 must be answered by all candidates, and not more than six of the remaining questions.]

1. What are the general principles to be observed in drawing up a time-table?
2. What averages are required in the quarterly returns of attendances? How is each obtained? Complete the return on the form* furnished to you herewith, and send it in with your answers.
3. Draw up full notes of a lesson on *one* of the following subjects, the lesson to last for half an hour:—
 - (a.) A lump of sugar. (For Standard I.)
 - (b.) Atmospheric moisture. (For Standard VI.)
 - (c.) Magna Charta. (For Standard IV.)
4. "A place for everything, and everything in its place." Illustrate the educational value of this saying in school life.
5. Write a short essay on self-culture, with especial reference to the work of a teacher.
6. What points of school hygiene should be kept most prominently in view in order to secure the best results with the least strain?
7. What are the various purposes of questioning? State the leading characteristics of good questions.
8. "I strive to make myself useless to my pupils." On what grounds may this statement be justified?
9. State the various purposes for which punishment is inflicted, and show their bearing on school life.
10. What do you consider the true aim of the teacher? Indicate how, in your opinion, this aim may best be secured.
11. Explain clearly how you would give a first lesson on the addition of fractions, and illustrate your answer with reference to $\frac{1}{2} + \frac{2}{3} + \frac{3}{4}$.
12. Distinguish between the different kinds of memory, and show under what circumstances each is an important factor in education.

* RETURN of ATTENDANCE for the Quarter ending , 188 .

SCHOOL.	HALF-DAYS.	M.	F.	TOTAL.
I. How many scholars were returned as belonging to the school at the end of last quarter? [<i>Line VII. of last quarter's return</i>]	—	37	34	
II. How many of these have left, not having attended at all this quarter?	—	4	2	
III. What, then, was the number really belonging to the school at beginning of quarter? [<i>Subtract II. from I.</i>]	—			
IV. How many have been admitted during the quarter?	—	2	3	
V. How many, therefore, have belonged to the school this quarter? [<i>Add III. and IV.</i>]... ..	—			
VI. How many of these (in V.) left before the end of the quarter?... ..	—	3	2	
VII. What, then, is the number now belonging? [<i>Subtract VI. from V.</i>]	—			
VIII. What is the average weekly number on the roll during the quarter?	—	33.5	34	
IX. How many times has the school been open this quarter (mornings and afternoons to be reckoned separately)?	110	—	—	—
X. What is the number of half-day attendances?	—	3,290	3,315	
XI. What, then, is the strict average attendance? [<i>Divide X. by IX.</i>]	—			
XII. On how many half-days has the attendance been not less than one-half of the number on the roll for the time being	103	—	—	—
XIII. What is the number of attendance on these half-days?	—	3,206	3,243	
XIV. What, then, is the average attendance by the second computation (or working average)? [<i>Divide XIII. by XII.</i>]	—			
XV. What has been the largest attendance on any half-day this quarter?	—	34	35	