

being 150, and the attendance for each half-day being respectively 140, 135; 72, 95; 125, 63; 135, 130; 110, Friday afternoon being a half-holiday.

SECTION II.

1. (a) State the principles which would guide you in framing a time-table; and (b) describe clearly the advantages of a good time-table, as contrasted with the want of such a time-table.
2. Construct a time-table for a country school of 65 children under a head teacher and a pupil-teacher. Show how each teacher is employed (Class P. and Standards I. to IV. included).

SECTION III.

Write fully notes of a lesson on—

- (a.) Coal, and its uses (Standard I.); or
- (b.) A geography lesson (Standard II.); or
- (c.) A grammar lesson (Standard V.).

N.B.—State the time given to the lesson, and show clearly the method adopted.

SECTION IV.

1. Distinguish between numeration and notation, and give your method of teaching them.
2. In teaching proportion, would you adopt the unitary method or the rule-of-three? Give your reasons for adopting the method.
3. What mental exercises would you employ to lead up to such a problem as the following?—A person who holds £670 3-per-cent. stock sells out at 88, and invests the proceeds at $3\frac{1}{2}$ per cent.: what change does this make in his income?

SECTION V.

1. State fully your method of giving a child a true idea of a river, and of its representation on a map.
2. By what means would you teach pupils to distinguish a lake from a sea, or an island from a peninsula?
3. Comment upon the following: "The best teaching-power of the school should, as much as possible, be brought to bear upon geography; and, in teaching it, the importance of an intelligent and familiar acquaintance with a map should be steadily kept in view."

SECTION VI.

1. Show that copying, especially in arithmetic, may be the result of bad teaching, or of bad discipline. How would you prevent it?
2. What are the physical and moral advantages of school drill?
3. Discuss the following: "You must not only have sympathetic insight yourself, but you must aim at rousing the imagination of your pupils; and that not only because it is a faculty which will be of the highest value to them in study and in life, but also because it is through the imagination of the pupils that you may bring interest and fascination into the weary round of tasks."

SECTION VII.

1. Write an essay on (a) habit, or (b) the importance of drawing as a school subject, or (c) the value of the study of any one of the plays of Shakespeare.

Elementary Experimental Science.—For Class D. Time allowed: 3 hours.

1. Define "force" and "acceleration." How would you show experimentally that the acceleration of a body is proportional to the magnitude of the force which causes it?
2. Distinguish between "flexibility" and "elasticity." State the experiments which you would make when dealing with elasticity, and give a *résumé* of the remarks with which you would accompany the experiments.
3. By what experiments would you illustrate a lesson on the fact that light travels in straight lines? Describe exactly how you would show the formation of a shadow with a sharp outline, and of a shadow with a marked penumbra.
4. What is meant by the "specific heat" of a body? Describe some method of measuring this quantity.
5. If you wished to show to a large class that certain experiments resulted in change of temperature, how would you proceed?
6. Describe the ordinary mariner's compass, and explain in detail how you would make such an instrument for class purposes.
7. Give some account of electrolysis. How would you obtain a copy in copper of the "head" of a florin?
8. Describe the preparation of chlorine gas, and write out a list of the experiments which you would make in illustration of its properties.
9. Write an abstract of a lesson on ammonia, mentioning the accompanying experiments.
10. What is the composition of soap? Explain its behaviour with hard water.