

10. What are the chief principles to be kept in mind in giving instruction to young children? What technical terms are especially to be avoided in giving collective lessons to young children? Prepare a list of such terms and of the expressions which you would substitute for them as more intelligible, and better adapted to their capacities and wants.

INFANTS.—The following questions have special reference to Infant Schools—

1. In what respects should a school-room for infants be fitted up differently from one for older children? Why?
2. State exactly how you would proceed in teaching the letters of the alphabet to infants. What difficulty arises from the names of the letters in teaching to spell?
3. State exactly the lessons on which you would depend for cultivating the memory of infants.
4. Describe the principal expedients which have been devised for facilitating instruction in the first elements of writing.
5. State the exact means by which you would endeavour to teach infants to speak in a proper tone, and with proper clearness.
6. Write notes of a lesson on the human hand; or foot; or eye; explaining distinctly your object in giving the lesson, and the means by which you propose to make it intelligible and attractive.
7. What exercises are best adapted to teach infants to observe, and to give an account of common objects?

QUESTIONS ON SCHOOL MANAGEMENT FOR FEMALES IN THE ENGLISH NORMAL SCHOOL.

1. In a school of 100 girls between 7 and 12 years of age, what proportion of time should be allowed in the course of a week for each subject of instruction? Support your statement by satisfactory reasons.
2. What assistance would you require in order to give efficient instruction to every class? Supposing that you cannot get efficient pupil-teachers, what substitutes would you propose to employ? Write out the instructions you would give to each of your assistants with special reference to the faults most commonly committed in teaching elementary subjects.
3. What are the best arrangements for lessons in arithmetic? State fully, and give reasons exactly, for the causes of the frequent failures in this subject, and the methods by which you propose to counteract them.
4. By what plans would you collect and present, in a clear and complete form, the results of an examination of your school in all elementary subjects?
5. How would you ascertain and enable your school managers and the Inspector to ascertain the circumstances which would justify you in presenting girls for examination in a group below that to which they would properly belong by reason of their age?
6. State the moral faults to which you have found girls of various ages most liable; and explain clearly the principles which you should bear in mind in dealing with them.
7. How far, and under what circumstances, is it advisable to bring cases of misconduct or perversity under the notice of a large class of children?
8. Show the effects of injudicious punishments upon the temper and character of children.
9. Upon what principles and qualities does the moral influence of a school mistress chiefly depend?
10. Write a letter which, in your opinion, would produce a good effect upon a pupil-teacher who is in danger of losing her influence by some special fault which may have come under your notice.
11. How far should emulation be encouraged as an incentive to exertion?
12. Give the heads of an address to girls about to leave school, pointing out the qualifications most important to persons employed in household work.

School Registers.

What is the meaning of the word "average?" Give a full explanation of it.

What is the exact method of finding the three following numbers from Class Registers:—

- (1) The average weekly attendance,
- (2) " " quarterly "
- (3) " " yearly "

What approximate method of finding (2) and (3) is sometimes used? When will the approximate method give the same result as the exact method?

Which method was adopted in the school in which you were a pupil-teacher?

What is the exact method of finding the average annual number of attendances "of each child present at all."

2. SOME OF THE ANSWERS TO THE FOREGOING EXAMINATION PAPERS, WITH REMARKS.

Ans. to QUESTION 1.—An "average" is an intermediate quantity between a number of unequal quantities, and is such that the sum of the deficiencies is equal to the sum of the excesses.

By inspection of these results, however, we obtain another view of the term. It may be seen that it is the result obtained by dividing the sum of a number of unequal parts into an equivalent number of equal parts. The result is such that when multiplied into the number of equal parts the sum of the unequal parts.

Thus, suppose the attendance of a school to be as follows:—

Monday, . . . 32 . 40	Thursday, . . . 48 . 35
Tuesday, . . . 37 . 39	Friday, . . . 42 . 33
Wednesday, . . 43 . 51	
Total,	400

Here it is required to find such a number of children as had they been present the whole of the week, their total attendances would have been equal to the total of the usual attendances (400). By dividing 400 then by the number of half days, we get the result 40. And $10 \times 40 = 400$.

Again, suppose in a school 50 attend during the week, out of which 30 attend the whole week, 8 8 times, 7 for 6 times, and 5 for 4 times. Now to find the average attendance for each child present at all, we must distribute the total attendances ($426 = 213$ days) among the whole of the children which attend, $\frac{213}{50} = 4.26$.

Suppose the school times to be 10 and the average attendance 74. Then $10 \times 74 =$ the number of attendance marks distributed in equal portions among the 74 children. That is, 740 is the sum of the unequal marks obtained by more or less than 74 children, as the case may be on each day, but their total attendance is the same as 74 children attending the whole of the week.

Again, if the average number of half days be 9, and the number present at all be 30, the $7 \times 30 =$ the number of attendance marks gained by an unequal or variable number of children distributed in equal portions among those who have been present at all.

REMARKS.—This is a complete answer. Every point of the question receives attention and illustration, and there is evidence of a full mastery of his subject by the writer. Its defects are in the composition rather than in the matter or arrangement. Thus the opening definition is deficient in precision. It is not stated but left to be inferred that the average is the number, of which the sum of the deficiencies of the numbers below it is equal to the sum of the excesses of those above it. Again, "meaning" would be better than "view" in the phrase, "another view of the term."

QUESTION 5.—The great difference between reading and arithmetic in the progress is to be found in the fact that arithmetic is of a much more systematic nature than reading. True, every branch of instruction or education has its successive steps; but in arithmetic the mastery of each step is absolutely necessary to the understanding of the subsequent parts.

So that if a child is placed in a class too high for him, he may find something in common with the others which he can master in the reading lessons, but in arithmetic he can find nothing if he has not mastered the previous rules on which those in this class depend.

Again, reading is a thing which enters more into the child's daily life than arithmetic. Not a day passes but he sees something before him to read, and when a child has been once started he takes a delight in practising his knowledge and memory on any object he may chance to meet with.

This will apply to arithmetic, but in a much more limited sense. Expedients to provide for this—(in classification).

The only way to surmount the difficulty entirely is to have a separate classification for each subject. Children may often be equal in ability to read, while in arithmetic their attainments may be widely different. Unless this plan is resorted to there is evident unfairness to the child, whose progress in one subject at least is retarded.

Many find a difficulty in doing this, however, from lack of teaching power. This is the case in most of our national schools, where there are often only one or two pupil teachers. This may be obviated, in a great manner, by adopting the monitorial system. A skilful teacher, with a thorough and efficient staff of monitors will often work as well.

If this difficulty should be found to be great, the teacher might have a separate classification for arithmetic only, thus throwing the work of having one subject throughout the school at the same time, or one lesson only.

Then, again, in the work there should be more splitting up into drafts than in reading. It depends, however, on which branch of arithmetic is taken. Of instruction in rules and principles, then the classification should be very minute. If only for silent practice, it would require only about the same number of classes as for reading.

A plan adopted in some schools is to send out a whole class, or oftener a draft of the first class among the rest of the school. Each