

The building was a spacious theatre,
Half round, on two main pillars vaulted high,
With seats, where all the lords and each degree
Of sort might sit in order to behold:
The other side was open where the throng
On banks and scaffolds under sky might stand.

2. Give examples of the different sounds expressed by the letters *c* and *i* and the diphthong *ou*. Account for some of these peculiarities.

3. Explain the advantage of giving to older children short biographies of authors whose works are used for reading lessons. Illustrate your reasons by passages from *Samson Agonistes*, or from some standard poem with which you are acquainted.

Section 3.

1. What description of slates, easels, and blackboards are best adapted for teaching drawing, geography, and music in a class?

2. Analyse the letters of the word "camphorated" into the elementary shapes employed in your system of teaching writing.

3. Which of the following lessons would you consider suitable as subjects of composition for a class of fourth standard children: the battle of Waterloo, the boundaries of their own county, coal, the steam engine, a clock? State your reasons in each case as to the suitability or unsuitability of each subject.

Section 4.

1. What are the chief uses of mental arithmetic? Give some examples introductory to a first lesson on division of money.

2. Shew how a child's ordinary knowledge of money transactions may be utilized for illustration of addition of fractions.

3. Give such a series of examples of vulgar fractions, producing terminating decimals, as would fully illustrate the general rule for converting the denominator into a multiple of ten.

Section 5.

1. Point out the necessity of a good knowledge of geography for the teaching of history, and illustrate your explanation by the geography of the Highlands of Scotland and of Wales.

2. What do you understand by "Historical Grammar?" Give some examples of the names of animals and of inflexions of verbs.

3. What natural laws interesting to children would require to be clearly stated in a lesson on the pendulum of a clock, the flight of a bird, and the breathing of a fish?

Section 6.

Write full notes of a lesson on one of the following subjects:—

1. The cause of foul air in a room lighted with gas.

Or, 2. Some agricultural implement.

Or, 3. Habits of domestic animals.

Or, 4. Our postal system.

Or, 5. Ready-money dealings.

Section 7.

(See directions at the head of the paper.)

(a) In drawing up time-tables to be submitted to the Inspector, what difference may be made as to the times of marking the registers in day and evening schools? What alteration of marks is required in the case of a scholar who leaves before the close of the school attendance?

(b) What is the object of the child's school-book? What entries should be made in it when a child leaves your school?

(c) What rule would you lay down for your guidance in those few cases in which you might consider it necessary to inflict corporal punishment?

(d) If a child enters school on Monday, the sixth of January (allowing for a week's holiday at Easter and at Whitsuntide, for three weeks' holiday in June and for five occasional half-holidays) at what date might he be expected to have completed 250 attendances, if we suppose that eight per cent. of the scholars are absent at each attendance from unavoidable causes?

(e) Make out a list of apparatus required for teaching geography, arithmetic, and natural history.

(f) Explain some system for introducing fresh warm air into a schoolroom without producing draughts.