

CLASSES D AND E.—ART OF TEACHING AND SCHOOL MANAGEMENT.

Time allowed : Three hours.

[NOTE.—Candidates may select one question from each section, but not more than one. Sections I, II, and III. are compulsory for all candidates.]

SECTION I.

1. Draw up a code of general directions for the guidance of a teacher in constructing a time-table.
2. Construct a time-table suitable for an infant school of 80 children, with one class preparing for Standard I. Staff: Mistress, and pupil-teacher of second year.
3. Construct a time-table for a small school, having an infant division, and classes preparing for Standards I., II., III., and IV. Teacher unassisted.

SECTION II.

1. How do you find the strict and working average quarterly attendance? Supposing there are 80 children on the roll, and the attendances for the week are 73, 71, 27, 33, 68, 65, 72, 70, 65, there being one half-holiday, make out the weekly returns.
2. What is the most expeditious and effective mode of calling the roll of a large school? To what uses should a teacher put the record of attendances?
3. What averages are required in the New Zealand official "Register of Attendance"? How is each to be obtained, and what is the special value of each?

SECTION III.

1. Draw up full teaching notes of a half-hour lesson in physical or mathematical geography to Standard IV.;
or in English history to Standard V.;
or in English grammar to Standard III.
2. Choose a subject suitable for an object-lesson, or one suitable for a moral lesson to an infant-school class, and fully describe your method of giving the lesson.

SECTION IV.

1. It has been said that "Questioning is nine-tenths of teaching." Discuss the general truth of the assertion.
2. To what extent would you employ "learning by heart"? Give your reasons. When ought the multiplication-table to be committed to memory?
3. How may home lessons be best made to subserve the general work of the school, without trespassing unduly on the actual teaching time for their thorough examination?

SECTION V.

1. Why is it especially difficult to teach English reading? What different methods are employed? Which would you adopt, and why?
2. What is the best way of teaching long division?
3. Describe the course you would pursue to train your pupils in a good style of English composition.

SECTION VI.

1. Why should the discipline of a school be as little coercive as possible?
2. What is the disciplinary value of simultaneous exercises?
3. State the various arguments for and against awarding prizes in school.

SECTION VII.

Write an essay on one of the following subjects:—

- (a) The advantages and disadvantages of the Standard system.
- (b) The best means of making pupil-teachers thoroughly efficient.
- (c) The teaching of form and colour.

CLASS D.—ENGLISH GRAMMAR AND COMPOSITION.

Time allowed : Three hours.

(Candidates are expected to attempt *all* the questions.)

1. What is the exact difference in function between *an* and *one*, *the* and *that*, and why should *an* and *the* be called articles? What rules would you lay down for the use of *an* before *h*? In what different meanings is *the* used with proper nouns, and what words take it between them and their nouns? Give three words with which an article or a part of an article has coalesced.

Explain the omission of the article in the following:—(a) As fair as day; (b) Never master had a page so kind; (c) From head to heel; (d) 'Tis phrase absurd to call a villain great; (e) Would'st thou have me traitor also? (f) Take heart; (g) I will never to sea again; (h) Fleet of foot; (i) Next him Moloch, sceptred king.

2. What rules would you lay down for the plurals of compound nouns? Give two instances of each of the following:—(a) Nouns that have two plurals with different meanings; (b) Nouns that have no plural; (c) Nouns that have a duplicated plural inflection; (d) Nouns that form their plural by internal change; (e) Latin nouns that have two plurals without difference of meaning; (f) Hebrew nouns that retain their foreign plurals; (g) Italian nouns that retain their foreign plurals; (h) Plurals that are duals in meaning.

Explain the number of the verb in the following:—(a) Earth, ocean, air, have nought so shy, but owns the power of minstrelsy (Scott); (b) Old Sir John with half-a-dozen more are at the door (Shakespeare); (c) Ely with Richmond troubles me more near (Shakespeare); (d) Your sister, as well as myself, are greatly obliged to you (Fielding); (e) The Epic, as well as the Drama, is divided into tragedy and comedy (Fielding); (f) Nor fosse nor fence are found (Scott); (g) Nor man nor fiend hath fallen so far (Byron); (h) The poetry and eloquence of the Augustan age was assiduously