

Algebra—*continued.*

Menzies, Miss Jeannie N., North Canterbury.
 Rowley, Miss Lillie M., South Canterbury.
 Rutherford, Miss Jessie H., Otago.
 Smith, William, Otago.
 Thompson, Miss Margaret, North Canterbury.
 Waller, Francis D., North Canterbury.

Euclid—

Meiklejohn, John, South Canterbury
 Smith, William, Otago.

Chemistry—

Matthews, Miss Mary J., Marlborough.

Biology—

McKenzie, Norman R., Auckland.

Elementary Experimental Science—

Field, Edward T., Auckland.
 Grave, William G., North Canterbury.
 Harris, Thomas A., Wanganui.
 Hawkes, Miss Emma, Otago.
 Lillie, Charles O., Otago.
 Lynskey, Michael, North Canterbury.
 Matthews, Miss Mary J., Marlborough.
 Rutherford, Miss Jessie H., Otago.
 Smith, William, Otago.
 Stewart, Peter G., Otago.
 Waller, Francis D., North Canterbury.

Class E.

Arithmetic—

Alexander, Miss Amelia, North Canterbury.
 Appleby, William B., Otago.
 Barlow, Miss Gertrude E., Auckland.
 Bell, Miss Matilda, North Canterbury.
 Britland, Walter, Wellington.
 Burr, Miss Susanna M., North Canterbury.
 Cartwright, Miss Maud J., South Canterbury.
 Duncan, Miss Catherine B., Otago.
 English, Henry, North Canterbury.
 Gunn, Miss Elizabeth J., Otago.
 Higgins, Miss Jessie, Otago.
 Johns, William E., Auckland.
 Macgregor, Miss Katherine M., Otago.
 Nelson, Miss Jessie R., Otago.
 Pringle, John P., Otago.

Arithmetic—*continued.*

Ramsay, James B., Auckland.
 Sinclair, Miss Margaret, Otago.
 Speight, Hubert, North Canterbury.
 Surrey, Robert G., Taranaki.
 Wake, Hugh G., South Canterbury.

English—

Feist, Miss Annie McL., Wellington.

Geography—

Appleby, William B., Otago.
 Bayly, Miss Jessie J., Auckland.
 Bennett, Miss Elizabeth J., Auckland.
 Britland, Walter, Wellington.
 Bullock, George G., Wanganui.
 Dunne, Miss Sarah M., Auckland.
 Green, Miss Jeannie A., North Canterbury.
 Hawkes, Richard N. N., Otago.
 Nelson, Miss Jessie R., Otago.
 Prebble, Miss Nora E., Nelson.
 Pringle, John, Otago.
 Riley, Miss Eveline C., Nelson.
 Smith, Sidney G., North Canterbury.
 Speight, Hubert, North Canterbury.
 Thomson, Alexander G., Southland.
 Tubman, Robert G., Otago.
 Wake, Hugh G., South Canterbury.

History—

Barlow, Miss Gertrude E., Auckland.
 Steel, Miss Clara E. E., Auckland.
 Wake, Hugh G., South Canterbury.

Classes D and E.

Drawing—

Budd, George W. E., North Canterbury, freehand.
 Harding, Miss Lydia A., Hawke's Bay, model.
 Ramsay, James B., Auckland, geometrical.
 Read, Thomas J., Auckland, freehand.
 Strong, Theophilus B., South Canterbury, perspective.
 Vaughan, Henry E., Taranaki, freehand.

School Management—

Daniels, Miss Caroline G., Auckland.
 Hamilton, Robert J., Auckland.
 Jacobsen, Miss Frances R., Nelson.
 Lockington, William J., Westland.

EXAMINATION PAPERS.

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

[N.B.—Questions 1, 2, and 3 must be answered by all Candidates, and *not more than six* of the remaining Questions.]

1. State exactly what returns in connection with attendance have to be made by the head teacher of a district school in the course of a year, and explain the object of each return.

2. A teacher (unassisted) is placed in charge of a country school, with an average attendance of 35 (Standards I. to IV. and Infants). How may he best combine his standards so as to ensure a suitable time-table? What are the chief faults he should endeavour to avoid?

3. Write full notes of a lesson on—

- (a.) A common flower (Infants); or
 (b.) Multiplication by factors (a first lesson to Standard II.); or
 (c.) The Revolution of 1688 (Standard V.).

[N.B.—State the time devoted to the lesson.]

4. What would be the nature of your punishment for the following offences?—

- (a.) Inattention.
 (b.) Non-preparation of home-work.
 (c.) Insubordination.
 (d.) Lying.

For what class of school offences should corporal punishment be reserved?

5. In what cases is a teacher justified in requiring lessons to be committed to memory?

6. What are the most common errors in teaching science? Show how they may best be avoided.

7. Distinguish between inductive and deductive teaching, and state how these methods may be combined in an ordinary lesson.

8. What particular faculties does drawing train, and what effect has it on the formation of character?

9. Illustrate your method in giving a lesson on the connection between the physical features of a country and the national character of its people. Take as an example Egypt or Switzerland.

10. A class is taken for the first time in grammatical analysis. Explain the method of your procedure, taking the following as an example:—

“The ancient arrow-maker
 Made his arrow-heads of sandstone.”