

Geography—*continued.*

McHaffie, Catherine Anne, North Canterbury.
 Porteous, Rachel Walker, Otago.
 Robertson, John, Otago.
 Strachan, David Anderson, Otago.
 Watkin, Leonard James, Wanganui.

History—

Cranch, Maria, Auckland.
 Gow, Alexander, Otago.
 Jones, Herbert Charles, Otago.
 Reid, Margaret Adams, Otago.
 Robertson, John, Otago.

Elementary Science—

Gloy, John Frederick, Grey.
 Harrison, Henry, Grey.
 Strachan, David Anderson, Otago.
 Watkin, Leonard James, Wanganui.

Domestic Economy and Laws of Health—

Barber, Minnie, North Canterbury.
 Blair, Christina, Grey.
 Campbell, Margaret Lavinia, North Canterbury.
 Carnachan, Blanche Eleanor, Auckland.
 Dickson, Mary Dunbar, Otago.
 Durose, Florence, North Canterbury.
 Easson, Edith Amy, Grey.
 Edwards, Rosina Marian, North Canterbury.
 Feist, Annie McInnes, Wellington.
 Kean, Annie Walker, Wellington.
 Kells, Alice Muriel Vernon, Auckland.
 Little, Margaret Jane, North Canterbury.
 McDonnell, Muriel Thomasine, Otago.
 Meads, Maude Felicia, Wanganui.
 O'Brien, Lucy Mary, Wanganui.

Classes D and E.

The Art of Teaching and School Management—

Baron, Alice Maud Mary, Otago.
 Bevin, Elizabeth Ellen, Otago.

The Art of Teaching and School Management—*continued.*

Brunton, John, Otago.
 Dixon, Joseph Francis, Auckland.
 Gow, Alexander, Otago.
 Jones, Herbert Charles, Otago.
 Marchbanks, Davina Venables, Otago.
 Petrie, Flora, North Canterbury.
 Porteous, Rachel Walker, Otago.
 Robertson, John, Otago.
 Ross, Agnes, Otago.
 Thomson, Margaret Hamilton, Otago.

Drawing—

Aitken, Wilhelmina J., Westland, freehand.
 Buchanan, Margaret Louisa, Auckland, freehand.
 Cron, William, Otago, freehand and model.
 Faram, Frederick Thomas, Hawke's Bay, freehand.
 Forde, Herbert Ernest, Auckland, freehand.
 Gloy, John Frederick, Grey, freehand.
 Goldstone, Charles James, South Canterbury, freehand and perspective.
 Harrison, Henry, Grey, freehand.
 Henderson, Beattie Mary, Grey, freehand.
 Hill, Edith Amy, Auckland, freehand.
 Holloway, Eveline, Matilda, Auckland, freehand.
 Kean, Annie Walker, Wellington, freehand and geometrical.
 Leffler, Marion Edith, Southland, freehand.
 Logan, Lily Margaret, Marlborough, freehand.
 Mackellar, Sarah Elizabeth, Otago, freehand.
 Millard, Mary Ann, Otago, freehand.
 Picken, Bertha Faith, Auckland, freehand.
 Ragg, Alfred Rodolph, North Canterbury, freehand.
 Read, Thomas, Auckland, model.
 Robinson, Jeanette, Grey, freehand.
 Ussher, Martha Jane, Wellington, freehand.
 Watkin, Leonard James, Wanganui, model.
 Wernham, William John, Auckland, freehand.

EXAMINATION PAPERS.

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

[N.B.—Only one Question in each Section to be answered.]

SECTION I.

1. Name the registers required in a public school, and state the use of each.
2. How do you find the average attendance for the week and for the quarter? How would you test the accuracy of the daily markings of the register and the quarterly attendance results?

SECTION II.

1. Draw up a time-table for an infant-room with three classes below Standard I.; staff—a teacher and two pupil-teachers.
2. Draw up a time-table for a room with Standards I. and III.; staff—a teacher and a pupil-teacher.
3. Draw up a time-table for a small country school with three standard classes and two classes preparing for Standard I. Male candidates will suppose a male teacher in charge, and female candidates a female teacher.

SECTION III.

1. Draw up notes of an object-lesson to an infant class on "A Table."
2. Draw up notes for a geography lesson to a class in Standard II.
3. Draw up notes of a lesson on the pronoun to a class in Standard III.
4. Draw up notes of a lesson on cleanliness to a class in Standard VI.

SECTION IV.

1. Give some short notes for the guidance of a young pupil-teacher on the method of giving a reading-lesson to Standard I.
2. Describe briefly the alphabetic, the phonic, and the look-and-say methods of teaching reading. Which method do you prefer, and why?
3. In what order would you take reading, spelling, definition, and dictation in connection with a reading-lesson to Standard IV.? Give your reasons.

SECTION V.

1. Show how you would use long division as an introduction to short division.
2. Explain the method you would use in teaching simple subtraction, and give your reasons for rejecting the others.
3. Explain your method of teaching multiplication by factors, using £2 2s. 2d. multiplied by 234 in illustration of your explanation.