

EXAMINATION PAPERS

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

SECTION I.—TIME-TABLES.

1. Plan *one* of the following time-tables:—
 - (a.) For a junior department comprising Standards I. and II., together with three preparatory classes. Staff Assistant, and two pupil-teachers in their third and first years of service respectively
 - (b.) For a country school of 40 pupils. Classes. P., S.I., S.II., S.III., S.IV., S.V., under one teacher availing himself of the permission to group classes, afforded by the Regulations.
2. What good and bad points are there in the following arrangement* of a *day's* work in a school with six standards and an X class? There are two main rooms, with a class-room to each. Staff Head teacher, assistant, and three pupil-teachers.

SECTION II.—REGISTERS.

Fill in with due respect to reasonable probability the accompanying section of the public school register of daily attendance in a very small school. Assume the attendance to be fairly regular, but allow for one wet day, on which the numbers fall slightly below half the roll-number, and for one half-holiday. Note carefully the remarks. Make the ordinary weekly calculations.

SECTION III.—NOTES OF LESSONS.

[N.B.—The notes must give full details of the method to be employed in teaching the subject.]

Draw up notes of a lesson on one of the following subjects, stating length of lesson and class for which intended:—

- (a.) Kauri.
- (b.) The New Zealand travels of Captain Cook.
- (c.) The frozen-meat industry
- (d.) The direct mail route.
- (e.) The climate of your own district.
- (f.) The West Coast sounds, or other eminently picturesque part of the colony
- (g.) Any incident of importance in our New Zealand history

SECTION IV

1. Discuss the true value of transcription as a part of elementary school practice. How must the lesson be conducted to get the utmost possible value out of it?
2. How would you teach a Fourth Standard class to draw a map of the South Island?
3. What are the special merits of the "look and say" system (a) as a system, and (b) as applied to teaching English reading?

SECTION V

1. To what points would you give prominence in a lesson to Standard VI. on *one* of the following characters Queen Elizabeth, Lord Bacon, Oliver Cromwell, George III., Walpole, or the elder Pitt? What contrasts would you employ?
2. What use may be made of analysis of sentences in teaching composition and punctuation?
3. What results do you expect to obtain from your object-lessons, and how do you strive to secure them?

SECTION VI.

1. How would you endeavour to form a healthy school opinion, and what use would you make of it when formed?
2. If appointed to a school in which the attendance is very irregular, how would you endeavour to promote regularity?
3. What is the educational value of the playground to the teacher? How can he utilise it most effectively as a piece of the school machinery?

Elementary Experimental Science.—For Class D. Time allowed 3 hours.

1. Define "inertia," and mention any experiments which you would make when explaining the meaning of the word. What illustrations would you draw from ordinary life when describing this property of matter?
2. State exactly how you would explain to a class how it is that an iron dish will float on water
3. Explain the construction of the valves of an ordinary air-pump, and state how you would repair them if broken.
4. What simple experiments could be made with the view of exhibiting the different conducting-powers for heat of different substances?
5. In telling a group of children about the refraction of light, what would you say, and what would you do?
6. Give an account of any two forms of galvanic battery, and explain exactly how you would set each of them up.
7. Mention any three gases which are visibly different from one another, and state how each of them may be most conveniently prepared.

* See time-table, p. 26.