

CLASSES D AND E.—SCHOOL MANAGEMENT.

Time allowed : Three hours.

[NOTE.—Candidates may not answer more than one question in any one section of the paper. They must answer every section to obtain full marks ; but they are urged to pay especial attention to Sections I., II., and III.]

SECTION I.—TIME-TABLES.

1. Point out the radical defects and suggest working amendments in the following time-table for a school in which the teacher has no regular assistance :—

Time.	Standard I.	Standard II.	Standard III.	Standard IV.	Infant Division.
A.M.					
9.30-10.0	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Reading.
10.0 -10.30	Reading ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Slate-writing.
10.30-11.0	Writing ...	Writing (copybooks)	Writing ...	Writing ...	Slate-writing.
11.0 -11.30	Slate-writing (figures)	Slate-writing (letters)	Reading and Grammar	Geography ...	Slate-writing.
11.30-11.50	Slate-writing (figures)	Slate-writing (letters)	Dictation ...	Dictation ...	Recess.
11.50-12.0	Slate-writing (letters)	Slate-writing (letters)	Mental arithmetic	Mental arithmetic	Slate-writing.
P.M.					
12.0 -12.30	Slate-writing (letters)	Reading ...	Preparing Geography	Preparing Geography	Slate-writing.
1.30- 2.0	Arithmetic ...	Arithmetic ...	Arithmetic ...	Arithmetic ...	Reading.
2.0 - 2.20	Arithmetic ...	Arithmetic ...	Arithmetic ...	Reading ...	Slate-writing.
2.20- 2.40	Reading ...	Slate-writing (capital letters)	Mapping ...	Mapping ...	Slate-writing.
2.40- 3.0	Slate-writing ...	Slate-writing (capital letters)	Preparing Grammar	Writing ...	Counting and figures.
3.0 - 3.15	Slate-writing ...	Writing (copybooks)	History... ..	History... ..	Slate-writing.
3.15- 3.30	Writing (copybooks)	Geography ...	Composition ...	Grammar ...	Slate-writing.

2. What essential differences are there in the conditions of work in an infant-school and in an elementary district school? Draw up a time-table for a country school under one teacher, having an infant-class, and in which the requirements of both kinds of work are met as far as possible under such circumstances.
3. Construct, for a separate school of six standards with a suitable teacher to each class, a time-table capable of easy adaptation to a school of like character, but with only half that staff. Indicate how the time-table might be most readily adapted to meet the altered circumstances.

SECTION II.—NOTES OF LESSONS.

1. What principles should guide a teacher (*a*) in selecting, and (*b*) in determining the order of, the facts in an oral biographical lesson, or in a lesson on the geography of a district with which the pupils are never likely to be brought into close relation? Draw up notes of one such lesson, of half an hour's duration, in illustration of your theory.
2. Construct teaching-notes, giving details of method, of a half-hour lesson on
 (*a*) Grammar to Standard V. ; or,
 (*b*) History to Standard IV. ; or,
 (*c*) Arithmetic to Standard II.
3. Select a suitable subject for an object-lesson. State the standard to which you would give it, and the time you would allow for it ; and construct original teaching-notes on the subject, giving prominence to the illustrations you would employ.