

Section V.—This important section deals with principles. Beneke's maxim has been regarded too exclusively from the disciplinarian's stand-point. The pre-eminence of the eye as an inlet to the mind, and the consequent desirability of making teaching objective, has rarely been touched. Such illustrations as have been given, with one or two noteworthy exceptions, correspond to the limited view candidates have taken.

Payne's statement has been touched by comparatively few, and in no case has the essential point—mental activity and striving, on the learner's part—been adequately brought out.

The third rule, "Proceed from the known to the unknown," has been taken up by the majority, the answers also are generally correct in outline, but are too often paltry and meagre.

Section VI.—Defective and illogical definitions abound in the answers to the first question. Comparatively few have tried Question 2, and these with only indifferent success. Question 3 has elicited a few respectable answers, but more which are wordy and diffuse.

In *Section VII* the question on organization has seldom been well done, more, in some cases, from limited time, and from want of power to marshal the thoughts, than from absolute lack of knowledge. Only five or six have made respectable answers to the question on telling and eliciting, and still fewer give satisfactory evidence of power to grapple with the question on mental science, although several have indulged in inflated writing upon it, sometimes, it is to be feared, with a view of stealing a few marks by the manoeuvre.

Many candidates have suffered through not mapping out their time judiciously. To answer a couple of easy questions at so great length as to leave only time enough for half-a-dozen lines for each of the remaining four or five, is bad economy. Those who have obtained the highest marks have usually made fair answers in all the sections, rather than lengthy or elaborate answers in three or four sections only—they also adhere to the directions.

Some answers are needlessly long, and frequently wide of the mark. No value can be given for an answer, unless it bears on the question actually set—some candidates have, in effect, written answers to questions of their own making. A minute or two spent in finding out exactly what the question means, and then arranging the plan for answering it, favours conciseness and completeness, and almost invariably adds to the marks. Diffuse, pointless writing, in which little or nothing is said, is valueless, an examiner may give no marks at all for whole pages of such work.

The tendency to use stock phrases, and to drag in expressions from text-books, is very marked. These are sometimes introduced in such a connection as to show that the candidate does not know what he is writing about. Whole paragraphs have evidently been learned off by heart, and have been incorporated into answers with but little relevancy. Questions demanding independent thought and constructiveness are poorly answered. Teachers should try to get down to fundamental principles, rather than attempt to get up school management from a text-book by learning off strings of details, as they would from a skeleton history.

Not a few have presented themselves whose idea about the examination was far too low, and who had no chance of passing—some papers, indeed, are so poor that one may well doubt whether the writers have chosen their proper vocation.

LIST OF PASSES, ETC.

[Extract from *New Zealand Gazette*, 24th April, 1884.]

THE following lists contain statements of the principal results of the examination held at the end of January, 1884. It must be understood that the granting of a certificate depends only in part upon the result of an examination, and that candidates who have not had the experience required by the regulations, or who do not receive the necessary marks from a School Inspector, have no claim to a certificate.

The first list contains the names of the successful candidates at the examination for Class D. The second supplies similar information with regard to Class E. The third and fourth lists give the names of candidates who will be allowed to qualify for Classes D and E, respectively by passing at the next examination in those subjects only in which they have this year been unsuccessful. The fifth is the list of candidates who were partially successful in former years, and have now passed in the additional subjects necessary for a certificate.

Every candidate will receive a private intimation of his success or failure, and those whose names are in the third and fourth lists will be advised as to the subjects in which they will require to be examined again.

An asterisk against a name signifies that the candidate is too young to hold a full certificate.

I. PASSED THE EXAMINATION FOR CLASS D.

Auckland—

Frost, Constance H.

*Lippiatt, George.

Murray, James B.

Wellington—

Rutter, Elizabeth M.

Nelson—

Ladley, Harry

North Canterbury—

*Chisnall, Katherine E.

*Fawcett, Lucy

*Foster, William H.

Grant, Henry A.

*Mills, Mahala C.

*Owen, Sydney C.

*Pitcaithley, George.

Otago—

Alves, Margaret W

Otago—continued.

*Campbell, Andrew.

*Gillies, Mary

*Line, Leonard A.

*McIntyre, Hugh.

*MacLymont, Victor H.

*Methven, James.

Reid, Mary

Simmers, George A.

*Spencer, William E.

Warburton, James.

Southland—

*Smyth, John.

II. PASSED THE EXAMINATION FOR CLASS E.

Auckland—

Astley Hannah.

*Blades, Ellen.

*Christie, James.