

CLASS E.—GEOGRAPHY

Time allowed Three hours

1. Explain the causes of the seasons.
2. Give in order the names of those seas, &c. which are connected with the Atlantic Ocean.
3. Draw a map of the North Island of New Zealand, mark the names of its capes, and insert ten of its principal towns.
4. Describe the mountain system of Europe.
5. Enumerate the chief countries of Asia, and give the principal towns of each country.
6. A steamer goes from London to China, thence to New Zealand, and then returns *via* Cape Horn through what oceans, seas, &c., does she pass?
7. Describe the main physical features of the South Island of New Zealand.
8. What British dependencies are there in or near Europe and Africa?

CLASS E.—ENGLISH HISTORY.

Time allowed Three hours

1. What oppressive acts of Charles I. were condemned by "The Petition of Right"? Name some of the chief supporters of the King's policy and also some of its leading opponents.
2. Give a short account of Cromwell's foreign policy and its results.
3. Explain the circumstances under which William of Orange became King of England.
4. What advantage did England gain by the Treaty of Utrecht? What war was terminated by that treaty?
5. What was it that led to the "Seven Years' War"? What possessions did England acquire by that war?
6. Give a brief sketch of the origin and growth of England's colonial empire.
7. When and how did the National Debt of England originate? Mention the principal wars that have raised it to its present enormous amount.
8. What was the main object of each of the following enactments The Habeas Corpus Act, the Test Act, the Stamp Act, and the Septennial Act?
9. What political party did George I. favour? Sketch the career of the elder Pitt. For what is he chiefly memorable?
10. How did the French Revolution of 1789 affect English politics?
11. Give the names of three celebrated writers of Queen Anne's reign, and mention some of their works.
12. What important discoveries or inventions are connected with the names of the following Dr. Jenner, William Harvey Sir William Herschel, Captain James Cook, Sir Richard Arkwright?

CLASSES D AND E.—SCHOOL MANAGEMENT.

Time allowed Three hours.

[N.B.—To obtain full marks, candidates should answer every section. Not more than one question may be attempted in any section. Special attention should be directed to the sections on time-tables, registers, and notes of lessons.]

SECTION I.

1. Construct such a time-table as you would use in an ordinary mixed school of forty children if you were unassisted. Show how you yourself would be actually engaged throughout the day, and indicate in footnotes anything you consider worthy of special notice.
2. Mention the commonest faults found in time-tables, and the chief difficulties in drawing up a good time-table. What general principles will guide you in constructing a time-table for your own school?

SECTION II.

1. State concisely the chief uses of the different school-registers. What is the "strict average attendance," and what the "working average attendance"? Say exactly how each is obtained.
2. The "strict average attendance" for three weeks is fifteen there are twenty children on the class-roll. Construct a register in official form, which shall satisfy these conditions, distribute the attendance- and absence-marks as they would be likely to occur in practice and make the usual calculations and entries.

SECTION III.

Draw up full notes of a lesson on *one* of the following subjects, and mention the standard for which your lesson is suited. The lesson is to occupy thirty minutes.

- The trade-winds.
- A journey to England *via* San Francisco.
- Grasses.
- Practice (arithmetic)
- The Wars of the Roses.

SECTION IV

1. Mention some of the most frequent violations of sound principle and good method that are met with in the teaching of reading. How would you deal with the following extract?—
 "One of the most mysterious and beautiful of Nature's manifestations is the aurora. In our own latitudes strikingly-beautiful auroral displays may sometimes be witnessed but it is in the arctic and antarctic regions—the true home of the aurora—that the phenomenon appears in its fullest beauty"