

My LORD,—

Downing Street, 14th September, 1901.

I have the honour to acknowledge the receipt of your despatch of the 27th June, and to transmit to you, for the information of your Ministers, a copy of a letter from the Admiralty regarding the reserved Bill of the Legislature of New Zealand entitled "The New Zealand Ensign Act, 1900."

2. Pending the enactment of an amending measure as proposed by your Ministers, I shall defer submitting the Bill to His Majesty in Council.

I have, &c.,

Secretary of State for the Colonies.

The Right Hon. the Governor of New Zealand.

(Enclosure.)

SIR,—

Admiralty, 6th September, 1901.

With reference to your letter of the 23rd ultimo, forwarding an extract from a memorandum presented by the Premier of New Zealand to the Governor of that colony relative to the New Zealand Ensign Act of 1900, my Lords Commissioners of the Admiralty desire me to acquaint you, for the information of Mr. Secretary Chamberlain, that the proposed amendment to the Bill—viz., "that the ensign may be used for all purposes ashore, but shall not be worn by any vessel other than the vessels owned and used by the New Zealand Government, except in pursuance of a warrant from His Majesty or the Admiralty"—will meet the difficulty pointed out in Admiralty letter of the 6th March last, and my Lords have no objection to the ratification of the Act as modified thereby.

I am, &c.,

H. V. N.

The Under-Secretary of State, Colonial Office.

4. The Chief Secretary of ——— writes to the Government of New Zealand asking for information on the following subjects: (a) General and local government, (b) lands and settlement, (c) education, (d) judicial, (e) defence, (f) mining, (g) native, (h) post and telegraph, (i) public works (including railways), (k) taxation, (l) trade and customs.

Choose one subject. Supply the required information on that subject as far as you can, in the form of an official letter.

(*Diction and form of letter constitute the test. Therefore do not fear to state facts as they strike you. DO NOT SIGN THE LETTER.*)

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

[All the sections should be attempted, but not more than one question may be taken in any one section.]

SECTION I.

1. Distinguish between—

- (a.) Physiology and psychology.
- (b.) Intellect and mind.
- (c.) What is meant by attention?
- (d.) Distinguish voluntary attention and involuntary attention.
- (e.) "It is the habit of attention we wish to cultivate." Explain.

2. Distinguish—

- (a.) Perception and sensation.
- (b.) Sense development and sense training.

Name the senses (a) in the order of development and (b) in the order in which they should be trained.

3. In giving a lesson on copper, show clearly what senses may be exercised.

SECTION II.

1. What is meant by perception, idea, memory, imagination? Point out the uses and the abuses of memory and imagination in school work.

2. (a.) Distinguish between comparison and contrast, and show their use in teaching.

(b.) What is meant by "to judge"?

(c.) What school subjects are best for training the judgment of children between five and ten years of age?

3. (a.) What is meant by reasoning?

(b.) Distinguish between inductive and deductive reasoning, and show the place of each in teaching.

(c.) "Telling is not teaching." Explain.