

1961/97



**THE EXAMINATION AND CERTIFICATION OF TEACHERS
REGULATIONS 1961**

COBHAM, Governor-General
ORDER IN COUNCIL

At the Government House at Wellington this 23rd day of August 1961

Present:

HIS EXCELLENCY THE GOVERNOR-GENERAL IN COUNCIL

PURSUANT to the Education Act 1914, His Excellency the Governor-General, acting by and with the advice and consent of the Executive Council, hereby makes the following regulations.

REGULATIONS

1. (1) These regulations may be cited as the Examination and Certification of Teachers Regulations 1961.
- (2) These regulations shall come into force on the 1st day of February 1962.

CERTIFICATES: GENERAL CONDITIONS

2. Teachers' certificates, distinguished from the highest to the lowest by the titles, Advanced Diploma in Teaching, Diploma in Teaching, and Trained Teachers Certificate, shall be issued by the Director of Education to teachers on production of evidence of academic attainment and professional skill.

3. No teacher's certificate shall be issued until the Director is satisfied that the applicant has shown such ability to teach as would warrant the issue of a certificate, and until the applicant has produced evidence—

- (a) That he has attained the age of 19 years:
- (b) That he is of good moral character:
- (c) That he is of sound health and good constitution, and that he is free from all such physical defects as are in the opinion of the Director incompatible with efficiency in teaching:
- (d) That he has reached a standard of academic attainment deemed under these regulations to be sufficient for the purpose.

The evidence of age submitted shall, if possible, be a Registrar's certificate of birth. In the case of an applicant by whom a Registrar's certificate of birth is not procurable, the Director shall decide what other documentary evidence of age and identity may be accepted instead of such certificate.

As evidence of good character, testimonials of recent date must be presented from not less than two persons of approved standing and repute.

Where, in proof of health and freedom from physical defects, a special medical examination is required, the fee for the examination shall be paid by the applicant.

4. (1) Every candidate for a teacher's certificate shall be required to submit evidence of having passed either an examination held in accordance with these regulations or an equivalent examination held by some sufficient public authority.

(2) A partially equivalent examination or other evidence of qualification may be recognised to that extent, and supplemented by such further examination as may be deemed necessary by the Director, who shall be the judge of the value to be assigned to examinations or qualifications proposed for acceptance as equivalent or partially equivalent.

(3) Every holder of a certificate of Class A granted under the regulations revoked by these regulations or any corresponding former regulations shall be deemed to be the holder of an Advanced Diploma in Teaching; every holder of a Certificate of Class B so granted shall be deemed to be the holder of a Diploma in Teaching; and every holder of a Certificate of Class C so granted shall be deemed to be the holder of a Trained Teachers Certificate.

(4) Nothing in these regulations shall be taken to forbid the issue of a teacher's certificate and the endorsement of such a certificate in accordance with the provisions of regulations 34 and 35 of the Teachers Training College Regulations 1959.*

RECOGNITION OF OVERSEAS CERTIFICATES

5. Subject to the provisions of regulation 4 of these regulations, a teacher holding a teacher's certificate issued by a recognised public authority outside the Dominion may, if the Director is satisfied of the sufficiency of the qualification, be granted a certificate of the class which in the opinion of the Director is equivalent to the class of the certificate held by the teacher. In any case, until the evidence submitted is confirmed after reference to the public authority concerned, a provisional certificate may be granted, and may at any time be revoked.

SPECIAL CERTIFICATES

6. On such terms as the Minister of Education may from time to time determine special certificates may be granted to properly trained persons who have shown sufficient ability in the teaching of individual subjects of primary, secondary, or technical instruction, or in the teaching of handicapped children (being children who, because of physical or mental handicap or of some educational difficulty, require educational treatment that cannot be adequately obtained in an ordinary class in a school providing primary, secondary, or further education), or in kindergarten work, whether the persons hold an ordinary teacher's certificate or not. Instead of such a special certificate an endorsement may be made on any certificate already held.

FORM OF CERTIFICATE

7. Every certificate issued to an applicant shall be on a form approved by the Minister, and shall provide for endorsements showing the special qualifications of the holder.

DUPLICATE CERTIFICATES

8. No duplicate certificate shall be issued to any person unless the certificate already held by him has been surrendered, or unless conclusive evidence to the satisfaction of the Director has been given that the certificate has been destroyed or irretrievably lost. For such duplicate certificate issued a fee of 10s. shall be payable.

ACADEMIC REQUIREMENTS FOR CERTIFICATES

9. The following shall be the academic requirements for the award of the Advanced Diploma in Teaching, the Diploma in Teaching, and the Trained Teachers Certificate:

(1) *Advanced Diploma in Teaching*—An applicant for an Advanced Diploma in Teaching—

(a) Shall—

(i) Have been granted under these regulations a Diploma in Teaching;

(ii) Have completed 10 years' service as a full-time teacher in schools subject to the inspection of the New Zealand Department of Education or other authority approved by the Director; and

(iii) Be deemed by the Director to be in respect of the service referred to in subparagraph (ii) of this paragraph a "very good" teacher; and

(b) Shall, in addition, either—

(i) Have secured the Diploma in Education granted by any University in New Zealand and in addition thereto shall either—

Have passed an examination of such a University (or of any other University recognised by the Director for the purpose) in Arts, or in some other faculty approved by the Director, at the standard required for a Master's degree, or at such other standard accepted by the Director as equivalent, with such success as is required for first-class or second-class honours, but with no limit as to the time of passing the examination and without the obligation of obtaining a degree; or

Have passed the examination for a Bachelor's degree in Arts and for a Bachelor's degree in some other faculty approved by the Director; or

(ii) Have submitted to the Director in accordance with regulation 10 of these regulations a thesis of outstanding merit embodying the results of original work in an educational subject of which subject the approval of the Director has been obtained not later than the 1st day of May preceding the date of the submission of the thesis.

(2) *Diploma in Teaching*—An applicant for a Diploma in Teaching shall either—

(a) Have obtained a Bachelor's degree, or a Diploma covering a course of a minimum of three years' study, in any approved faculty or department in a University recognised for this purpose by the Director; and have also, at the Trained Teachers Certificate Examination conducted by the Department of Education, fulfilled the requirements for a pass in Parts I and II of that Examination except that, where the candidate has sat and passed the subject Education I or its equivalent for a degree at a recognised University, he may, with the approval of the Director, be exempted from the papers Theory of Education and Child Development in Part I of that Examination; or

(b) Have obtained a Trained Teachers Certificate and have been credited with six units, of which units—

(i) Not less than three shall have been obtained by sitting examinations in and thereby attaining the standard required for a pass in corresponding units (the examination in the case of each unit consisting of at least two three-hour papers) in at least two subjects of a degree or diploma covering a course of a minimum of three years' study in any approved faculty or department in a University recognised for the purpose by the Director, and

(ii) The remainder, if any, shall be selected from a schedule of units and half-units in such other examinations, courses, or assignments as may be approved by the Director of Education.

(3) *Trained Teachers Certificate*—An applicant for a Trained Teachers Certificate shall be required—

(a) To pass in the compulsory subjects of Part I of the Trained Teachers Certificate Examination Schedule or in such other subjects or examination as the Director may approve as equivalent thereto:

Provided that a candidate who satisfies the Director that he is unable on account of natural defects to comply with the requirements in music may be permitted to substitute a subject from those named in Part III of that Schedule:

(b) To pass in those subjects of Part II of the Trained Teachers Certificate Examination Schedule that have not been passed at the level required in Part III of that Schedule:

Provided that a pass in any unit for a degree examination recognised by the Director under paragraph (c) of this subclause as the equivalent of a pass in a subject of Part III of the said Schedule shall not exempt an applicant from the requirement to pass in any subject of the said Part II:

(c) To pass in not fewer than four subjects selected from those named in Part III of the Trained Teachers Certificate Examination Schedule:

Provided that a pass in any unit for the B.A. or B.Sc. degree of any University in New Zealand or of any other University approved by the Director, or in such other units for other degrees as the Director may from time to time recognise for the purpose, or in a subject or subjects of any other examination approved for this purpose by the Director shall be regarded as the equivalent of a pass in a subject of Part III of the said Schedule, subject to the following conditions—

- (i) That not more than two units shall be so regarded for subjects not recognised by the Director as teaching subjects; and
 - (ii) That a unit shall not be so regarded if in the opinion of the Director the course of study required for it is too similar in scope to that for a subject passed for Part III of the said Schedule to warrant additional credit for it;
- (d) To furnish evidence by means of a certificate signed by an approved authority that he has completed in accordance with these regulations a course of practical work of one year where such is required in subjects presented for this examination:

Provided that where an applicant seeks a pass in Nature Study for Part III of the Trained Teachers Certificate Examination Schedule, he shall complete the one year programme of practical work for that subject and forward it to the examiner on or before the 30th day of June immediately following the completion of that programme of practical work.

THESIS FOR ADVANCED DIPLOMA IN TEACHING

10. The following shall be the conditions relating to the thesis for an Advanced Diploma in Teaching:

- (i) The thesis shall be submitted in triplicate to the Director not later than the 31st day of August in any year and shall be accompanied by a declaration in writing signed by the applicant that such thesis is, except in so far as it is otherwise expressly acknowledged therein, the applicant's unaided work, and that it has not been submitted to any other authority or person for any purpose whatsoever, or, if it has been so submitted, the result of such submission is as stated in the declaration:
- (ii) The thesis shall be accompanied by a synopsis of the bibliography of the subject:
- (iii) The thesis shall first be submitted by the Director to three Inspectors of the Education Department; and, unless a majority of those Inspectors recommend to the contrary, the thesis shall then be submitted to an examiner selected by the Director:
- (iv) The Examiner shall make a written report to the Director, stating whether in his judgment the work of the candidate is a contribution to education of sufficient value to entitle the candidate to an Advanced Diploma in Teaching, and is not merely a compilation of reports or opinion of other people:

- (v) If the Examiner is of opinion that the thesis possesses merit, but does not entitle the candidate to an Advanced Diploma in Teaching, he may recommend the Director to permit the candidate in question to resubmit his thesis in a revised form:
- (vi) The fee for the examination of a thesis shall be five guineas, and for the examination of a thesis that is resubmitted half the ordinary fee.

SCHEDULE OF EXAMINATION SUBJECTS

11. The Schedule of subjects for the Trained Teachers Certificate Examination shall be:

Part I (Compulsory Subjects)

- (1) English:
- (2) Theory of Education:
- (3) Child Development:
- (4) Principles and Practice of Teaching:
- (5) Physical Education:
- (6) Health Education:
- (7) Music:

Part II (Compulsory Subjects, Except as Otherwise Provided in Paragraph (b) of Subclause (3) of Regulation 9 Hereof)

- (8) Social Studies in History and Geography:
- (9) Nature Study:
- (10) Art and Crafts (including Needlework for women):
- (11) Arithmetic:

Part III (Optional Subjects)

- (12) English Literature:
- (13) History:
- (14) Geography:
- (15) Nature Study:
- (16) General Science:
- (17) Art and Crafts (including Needlework for women):
- (18) Mathematics:
- (19) Music:
- (20) Physical Education.

12. Candidates may take the subjects of the examination in any order and in any number, and shall be credited with passes in individual subjects.

13. Candidates who, before the 14th day of October 1959, passed subjects of the Class C Examination under regulations then in force shall be credited with having met the requirements for subjects of the Trained Teachers Certificate Examination under these regulations to such extent as the Director may approve.

DATE OF EXAMINATION AND EXAMINATION CENTRES

14. The examination of candidates for Trained Teachers Certificates shall be held every year in the month of August or September, commencing, in general, during the last fortnight in August. The examination shall be held in such convenient centres as the Director shall from year to year appoint.

15. (1) Every candidate shall give notice of his wish to be examined, the notice being given on a form of application provided for that purpose and procurable at the office of the Department of Education. The notice shall be sent so as to reach the office of the Department of Education, Wellington, not later than the 30th day of June before the date of the examination, and shall be accompanied by a receipt for the payment of the amount of the entrance fee as hereinafter prescribed. The fee shall be paid to the credit of the Department of Education at any money order office of the Post Office.

(2) The fee payable for the Trained Teachers Certificate Examination shall be 15s. for each subject:

Provided that the maximum fee payable at any one examination shall not exceed £3 15s.

(3) Candidates shall, at the time of making application to be examined, say at which centre they wish to present themselves. They may afterwards up to the end of the second week in July elect to be examined at some other centre upon payment of an additional fee of 10s.

(4) Notwithstanding anything contained in this regulation, a candidate's notice and application to be examined may be received up to the end of the second week in July if it is accompanied by a receipt for a late fee of £1 in addition to the entrance fee.

NOTIFICATION OF RESULTS

16. Notification of the results of the examination shall be sent to each candidate as soon as possible after the close of the examination.

SCOPE OF TRAINED TEACHERS CERTIFICATE EXAMINATION

17. The scope of the examination in the several subjects for the Trained Teachers Certificate shall be as follows:

Part I (Compulsory Subjects)

(1) *English* (one three-hour paper):

(a) *Formal English*: Modern English usage and idiom; grammar; punctuation; comprehension; the recognition of "good" and "bad" writing and the correction of errors in faulty constructions; the setting out of letters:

(b) *Children's Literature*: What children may gain from reading; the qualities that make a book, poem, or play good for children. Candidates will be expected to be familiar with a range of children's literature, both old and new, covering fiction, non-fiction, poetry, and drama; and to be acquainted with the facilities and book lists of national and local library services:

- (c) *The Teaching of English*: Aims, content, and method in the teaching of primary-school English. Candidates will be expected to be familiar with the current primary-school syllabuses in language, reading, spelling, and handwriting:
- (d) *Literature*: Questions will be designed to test the candidate's knowledge of English literature, and his capacity to read with understanding and discrimination. Questions will be mainly on important twentieth century writers; but some knowledge of earlier periods will be expected. There will be a wide choice of topics. Questions may be included on the influence on children of the film, the radio, newspapers, and periodicals.

NOTE—Examiners will give considerable weight to candidates' ability to write effectively and correctly.

(2) *Theory of Education* (one three-hour paper):

The nature and scope of education. Formal and informal education.

Educational aims and values, and their sources, for example, in social codes and in religious and ethical beliefs. Education as a means of transmitting and developing the social and cultural heritage. National ideals in education; education and schooling in a democracy; education for individual development and for social service; education for international understanding. The general influence on educational aims and methods of modern knowledge of children.

The school as a social institution. The changing importance and functions of organised education during the nineteenth and twentieth centuries, with special reference to Britain and New Zealand, and particularly to the New Zealand primary school. Candidates will be expected to have an elementary knowledge of the part played in this process by social, economic, and cultural changes; by the doctrines of the most widely influential thinkers of the period; and by the work of pioneer teachers. The relation of the school to other educational agencies, especially those that specifically share the responsibility of caring for children (home, church, health and medical services).

The responsibilities of the school for the development of character and personality. The broad purposes of the New Zealand primary school and its curriculum. Characteristics of good schools. The role of the teacher. Qualities of good teachers.

(3) *Child Development* (one three-hour paper):

- (a) Outlines of human development from birth to the end of adolescence (to include its physical, social, emotional, moral, aesthetic, and intellectual aspects).

The physical and psychological needs of children: their inter-relation and their implications for education in home and school. Children's play and its role in development. An elementary knowledge of the processes of learning; motivation; readiness for learning; emotion in learning; attitude formation, and social learning; the role of the teacher; evaluation of achievement and development. The child's relations with his parents, his teachers and other adults, and other children; relationships favourable to personal growth. The place of direction from adults; the growth of self-discipline.

Individual differences among children, their distribution, and their significance for education. The varying influences of heredity and environment. The concept of "developmental" tasks.

An elementary knowledge of the nature and effects of deviations from normal development among children of primary-school age (emotional maladjustment, intellectual brightness and backwardness, the commoner physical disabilities such as deafness), and of suitable educational provisions for the various groups.

An elementary knowledge of the technique of child study, including the measurement of intelligence and scholastic attainment.

(b) *Either*: Children from five to nine years. More detailed questions with reference to any of the topics in (a) above.

Or: Children from nine to 14 years. More detailed questions with reference to any of the topics listed in (a) above.

NOTE—Half the marks for the paper will be awarded for questions on Section (a) and half for questions on Section (b).

(4) *Principles and Practice of Teaching* (two three-hour papers):

Paper A: General principles underlying modern educational practice. The significance of meaning, and purposeful learning; of children's own needs, activities, and experience; of opportunities for the exercise of initiative and responsibility, and of learning to work together and to plan; of individual differences; and of the role of the teacher. The achievement of standards of work and behaviour. Interest and effort. The place of routine and practice in the learning process.

School and classroom organisation for learning and teaching. Grouping in classes and grouping within a class. The place and purposes of the class lesson, group work, and individual work, and the techniques of each. "Project", "theme", and "centre of interest" methods. Layout of rooms.

The uses of the various teaching aids, including textbooks, class and school libraries, illustrative materials, audio-visual aids, and excursions.

The current primary-school syllabuses, and the aims, general approaches, and methods suggested in them. Planning of class programmes and timetables. Adaptation of syllabuses to local needs, e.g., to life in rural communities.

Evaluation of pupils' progress and achievement and methods of assessing it. Marking and correction of pupils' work. Primary-school records, their use and purposes.

The school as a community. Classroom relations between teachers and pupils, and pupils and pupils. School and class government. Rewards and punishments. Extra-curricular activities. Relations with parents and with other professional colleagues.

The rights and duties of teachers, children, and parents. The chief functions of the Department of Education, Education Boards, and school committees.

Paper B

Either: (a) The organisation, social life, curriculum, and methods of the lower primary school in New Zealand, i.e., the class-range P. 1 to S. II. The questions may refer to any of the topics in the prescription for Paper A in the Principles and Practice of Teaching but will be more detailed in character:

Or: (b) The organisation, social life, curriculum, and methods of the upper primary school in New Zealand, i.e., the class-range S. II to F. II. The questions may refer to any of the topics in the prescription for Paper A in the Principles and Practice of Teaching.

(5) *Physical Education* (one two-hour paper):

- (a) (i) Elementary anatomy: the bone framework, joints, the muscular system:
- (ii) Elementary physiology: the vascular, respiratory, alimentary, excretory, and nervous systems; the skin:
- (iii) Simple body mechanics: action of principal joints; muscular movement; mechanics of posture; need for medical advice; fatigue; effects of fatigue on posture:
- (iv) Growth and development: movement and growth; the development of motor skills; the need for activity; movement in relation to social and emotional development; the significance of play in growth and development:
- (b) A knowledge of the current primary-school syllabus in physical education and of the official handbooks for teachers; the history and principles of physical education; schemes of work; teaching methods and organisation; types of lesson; playground markings; use of apparatus; dance; field days; wet weather work; organised games; the teaching of swimming; and the relationship of physical education to health education and to other fields of education.

Practical Requirements: Every candidate shall produce a certificate showing that he has sufficient knowledge to teach the following:

- (a) General physical education activities at primary-school level, including:
- (i) Ball skills: throwing and catching leading to minor and major games; striking and batting skills:
- (ii) Games: minor games and singing games. At least three of each to be known. Field games. One summer game and one winter game from cricket, tennis, softball, rugby, soccer, hockey, basketball:
- (iii) Elementary athletic skills: sprint starts; good running action; simple relays:
- (iv) Use and care of recommended apparatus:
- (v) Folk and country dancing; at least three dances of each kind; knowledge of terms and steps; and ability to demonstrate the dance:

- (b) Swimming and lifesaving: ability to teach swimming and life-saving. (Candidates should be familiar with the Department's pamphlet *The Teaching of Swimming*.) Drill for resuscitation.

Practical Test: The drills for rescue in the water, together with one method of release. In the rescue methods, the subject shall be carried a distance of not less than 10 yards. Object diving from the surface of the water, or from the side of the bath, preferably the former. Swimming a distance of not less than 25 yards by any recognised stroke (other than backstroke).

Candidates holding the "elementary certificate" of the Royal Life-saving Society or its equivalent shall be exempt from any practical test in swimming and lifesaving. In exceptional circumstances, a candidate may be exempted by the Director from qualifying in swimming and lifesaving.

- (6) *Health Education* (one two-hour paper):

The current syllabus in health education for primary schools with particular reference to:

- (a) *General Principles:* The meaning of good health; the influence of the social pattern on health; the healthy child; family relationships and health; the importance of environment; the role of the school; the purpose of health education:

- (b) *Personal Health:*

Growth and Development:

(i) Food, nutrition, and food values; calories and vitamins; storage and protection of food; school lunches; digestion of food; height and weight; exercise and rest; activity and growth; simple mechanics of muscular action; the need for exercise and physical education; fatigue, relaxation, rest, sleep:

(ii) *Prevention of Ill Health:* Bacteria and viruses; avoidance of bacterial infection; avoidance of common infectious diseases; immunisation against diphtheria, smallpox, typhoid fever, whooping cough; control of tuberculosis and poliomyelitis; diseases from animals (hydatids, tuberculosis, worms); deficiency diseases, goitre, anaemia, etc.; dental caries:

(iii) *Mental and Social Health:* The importance of feelings of security and a sense of personal worth; of happy group relationships; of achievement of status inside and outside the classroom:

Formation of Health Habits:

(i) *Cleanliness:* Bathing; washing; body temperature; heat regulation of the body; clothing and footwear; care of skin, hair, nails, and teeth:

(ii) *Environment:* The atmosphere, ventilation, fresh air, sunlight; why and how we breathe; outdoor activities; developing healthy habits:

(iii) *Safety* in the home, on the street, in the country, with firearms, in the bush, while swimming, with fires. Elementary first aid and artificial respiration:

(c) *The Role of the Teacher:*

(i) Observation of children: Signs of ill health; detection of common illnesses such as colds, sore throat, skin infections, sight, hearing, and speech difficulties, emotional disturbances:

(ii) Cooperation with the school health and special educational services:

(iii) The teacher's part in providing a healthy school:

(iv) Health education: Schemes of work, lesson planning, materials, and content; integration with social studies, nature study, language development, and physical education:

(d) *Health Services:* The Department of Health; preschool services; school medical and dental services; hospitals and homes; voluntary organisations, such as the Plunket Society; social security:(e) *Community Health:* Water supply, drainage, disposal of refuse, control of vermin (fleas, mice, rats, etc.). The work of the World Health Organisation.(7) *Music* (one two-hour paper): The requirements of the examination will be based on the current official syllabus in music for primary schools.

(a) Staff notation: treble and bass clefs and names of the lines and spaces of the treble and bass staves; function of sharps, flats, and naturals, and key signatures; relative values of semibreves, minims, crotchets, quavers, semiquavers, and the rests corresponding to these values; tied notes and dotted notes; time signatures in common use; key signatures for both major and minor up to four sharps and four flats.

Candidates will be asked to write under each note of two diatonic melodies (one in simple time and one in compound time, both in major keys) the initial letters of the solfa syllables and the time names of the given diatonic melodies.

Simple musical terms commonly found in school songs:

(b) Methods of teaching children to read music (vocal or instrumental):

(c) Methods of ear-training and voice-production:

(d) Basic principles and methods of teaching any *two* of the following: movement to music; percussion-band work; appreciative listening; recorder playing; musical invention; instrumental tuition.*Practical Test:*

(a) The candidate will be required to echo back the equivalent of a simple folksong, phrase by phrase, each phrase being played or sung twice by the examiner:

(b) The candidate will be required to clap, tap, sing to "laa", or reproduce in time names or by other means, the time pattern of a simple folksong written without a stave:

(c) The candidate will be required to sing unaccompanied a verse of a song of his own choice from the *Dominion Song Book*, Books 5 and 9:The examiner will choose from the *Dominion Song Book* 5 or 9 a song other than those selected by the candidate and will require the candidate to explain how he would teach it:

- (d) The candidate will be tested for his ability to read at sight, either by voice or by an instrument, a short passage containing a chromatic note. If the candidate wishes to use an instrument other than a piano he must provide his own:
- (e) Candidates will be exempt from the practical test if they have satisfied the requirements in vocal music of the Royal Schools of Music (advanced grade or higher certificate) or Trinity College, London (higher local or more advanced certificate).

Part II (Compulsory Subjects, Except as Otherwise Provided in Paragraph (b) of Subclause (3) of Regulation 9 Hereof)

(8) *Social Studies in History and Geography* (one two-hour paper):

A knowledge of the current primary-school syllabus in social studies in history and geography. Candidates will be asked questions to test their knowledge of the aims and content of the current syllabus and of methods in teaching social studies at the various levels of the primary school.

NOTE—Candidates who pass either History or Geography for Part III are exempted from this paper.

(9) *Nature Study* (one two-hour paper):

A knowledge of the current primary-school syllabus in Nature Study. Candidates will be asked questions to test their knowledge of the aims and content of the current syllabus, and particularly of the following topics treated in the Department's *Nature Study Handbook*:

An observational and general knowledge of a fruit tree (apple, pear, or citrus); a scrub plant (gorse, broom, coprosma, or manuka); and either a deciduous tree (oak, sycamore) or pine. The vital processes of a living plant as illustrated by the growth of a tree. Carbon and nitrogen cycles. The principles of aquarium keeping. A plant life-history, both monocotyledon (daffodil, gladiolus, maize, grass, or cereal) and dicotyledon (pumpkin, bean, or a tree).

Habits, external features, and life history of the frog and the earthworm.

The general features of mammals. The special adaptations of a carnivore (cat or dog) and of a herbivore (horse or sheep).

The general features of birds as a group; bills, legs, wings, and general build in relation to feeding, habitat, and mode of life.

The external features, feeding habits, and senses of insects. A three-stage and a four-stage life cycle (mantis or earwig, moth or white butterfly).

NOTE—Candidates who pass Nature Study or General Science for Part III are exempted from this paper.

(10) *Art and Crafts (including Needlework for women candidates)* (one two-hour paper):

An understanding of the general aims and methods of current activities in art and crafts at the various levels of the primary school (infants; junior classes; middle classes; and senior classes). Ways of introducing

lessons; specific topics, media, materials, and tools best suited to the children of each level. A knowledge of the current primary-school syllabus in sewing will be required from women candidates.

NOTE—Candidates who pass Art and Crafts for Part III are exempted from this paper.

(11) *Arithmetic* (one two-hour paper):

A knowledge of the current primary-school syllabus, textbooks, and handbooks in arithmetic. Aims and methods in arithmetic at the various levels of the primary school. Candidates will be asked questions to test their knowledge of the aims and content of the syllabus and of methods of teaching at the various levels of the primary school.

NOTE—Candidates who pass Mathematics for Part III are exempted from this paper.

Part III (Optional Subjects)

(12) *English Literature* (one three-hour paper):

Candidates will be required to attempt at least one question from each section and to answer five questions in all. They are expected to show first-hand acquaintance with the texts, and to show capacity for making critical judgments.

- (a) *Fiction*: The work, main themes, and literary importance of at least three of the following: Joseph Conrad, Henry James, Thomas Hardy, H. G. Wells, Arnold Bennett, Rudyard Kipling, John Galsworthy, Joyce Cary, Grahame Greene, D. H. Lawrence, E. M. Forster, John Steinbeck, Ernest Hemingway, Elizabeth Bowen, Virginia Woolf:
- (b) *Poetry*: The nature of English poetry, its techniques and subject-matter, in relation to the work of some major poets. A wide choice will be given:
- (c) *Drama*: The main differences between Elizabethan and twentieth-century drama illustrated from the work of one major dramatist of each period:
- (d) *New Zealand Literature*: Questions on the following prescribed texts: *Oxford Book of New Zealand Short Stories* (edited Davin); *A Book of New Zealand Verse* (edited Curnow).

(13) *History* (one three-hour paper):

- (a) A thorough knowledge of the historical aspects of the current primary-school syllabus in social studies with particular reference to aims and methods. An understanding of classroom techniques such as story telling, dramatisation, the class lesson; the use of visual and aural aids, project methods, activity programmes, time charts, and group work; the use of reference material, and the use of the local area in planning programmes of work. Records and evaluation of children's work.

There will be one compulsory question on the teaching of social studies at some specified primary-school level. The question will require the teacher to draw on his knowledge of history:

- (b) A knowledge of New Zealand history with special reference to:
- (i) Maori discovery and settlement;
 - (ii) European discovery and settlement;
 - (iii) The effect of European contact and colonisation on Maori ways of life; European-Maori relationships;
 - (iv) Social, political, and economic developments;
 - (v) New Zealand's place in the Commonwealth and the world:
- (c) The exploration of the Pacific from Magellan to the establishment of European colonies in the middle of the nineteenth century:
- (d) The aims, purposes, achievements, and problems of the United Nations Organisation and its Specialised Agencies.

(14) *Geography* (one three-hour paper) :

- (a) An understanding of the purposes of the current primary-school syllabus in social studies and how they may be achieved at different levels in the school.

There will be one compulsory question on the teaching of social studies at some specified primary-school level. The question will require the teacher to draw on his geographic knowledge.

- (b) *New Zealand Geography*: Regional differences; primary industries, including farming, mining, fishing, and forestry; transport and communications; manufacturing; surface configuration; climate; settlement; power resources.

Pacific Islands: New Zealand's dependencies; trusteeship:

- (c) *The British Commonwealth*:

(i) *The United Kingdom*: Regional differences; location, nature, and problems of agriculture and manufacturing, including ways of life in large towns:

(ii) *Australia or India and Pakistan*: Regional differences; population and settlement, communications; agriculture and manufacturing:

- (d) *Ways of Life*: The ways in which people live in different parts of the world, with particular reference to the ways of handling these topics in primary classes. The following list provides examples:

Hunters—e.g., fur trappers in U.S.S.R. and Canada; aborigines of Australia:

Fishers—e.g., salmon fishers of Canada; whalers in Antarctica.

Farmers—e.g., village people in a rice-growing area in Asia; cocoa farmers of West Africa:

Miners—e.g., tin miners of Malaya; oilmen of Venezuela; coal miners of U.S.A.:

Manufacturers—e.g., Japanese home industries; village craftsmen:

Lumbermen—e.g., Sweden; foresters of Siam:

Candidates are expected to use sketch maps and diagrams in their answers.

(15) *Nature Study*:

Practical Requirements: Evidence of practical work must be presented by the candidate before he sits the paper. This practical work will be based on year-round observations in the field attested by an observational diary and by records of observations brought together under suitable headings (see below). A brief description of the chosen area and of the methods to be employed should be presented to the examiner for approval not later than 31 May in the year before that in which he proposes to undertake practical requirements. The written portion should be forwarded to the examiner not later than 30 June of the year in which the practical requirements are undertaken. The candidate will then be required to present himself, with the complete study (including such mounted specimens as may be requisite) before a person nominated by the Director for oral examination of the work.

The field study should cover the inter-related plants and animals of one chosen area: bush, scrub, grassland, swamp, saltmarsh, shingle, herbfield, pond, stream, seashore, garden, park, farm. It will not be sufficient to describe the plants and animals separately. A situation should be so chosen, and the study so integrated, that relationships between separate plants and animals and between living things and environment are apparent.

A question on this study may be asked in the written paper.

The report on the field study might be organised somewhat as follows:

- (a) Methods used; scientific and educational significance of the study;
- (b) Description of the area;
- (c) How soil, climate, and living conditions influence the associations of living things generally in the area (e.g., in an inter-tidal zone); how particular conditions in the area determine particular associations (e.g., in a rock pool);
- (d) More particularised observations on the adaptations of chosen plants and animals;
- (e) Sketches, photographs, specimens;
- (f) Bibliography of books used.

Written Examination (one three-hour paper):

Knowledge adequate for the purpose of primary-school teaching of the plants and animals listed in the current nature study syllabus. The methods of handling these as living things so that they may be observed by children in the classroom or out-of-doors. Questions will be largely based on the Department's *Nature Study Handbook*. The following topics are of particular importance:

The principle adaptations of the smaller plants in relation to present or past environments, with particular attention to methods of reproduction. Seaweeds, fungi, and ferns should be known mainly in terms of their ecology.

The identification of trees by bud, flower, leaf, and fruit. The types of New Zealand forest and scrubland and the relationship of the plants to climate and to birds treated in a general way with some illustrative examples.

The adaptations of mammals common in New Zealand to ways of life in the wild and to the requirements of man in domestication.

The main features of habits and behaviour that form a basis for bird observation. The identification of common birds by field characters; their relation to man, their habits.

The methods of keeping and observing insects, their life cycles, structure, and habits. The special adaptations of pond and stream insects, and frogs.

(16) *General Science* (one three-hour paper):

The same prescription as for the current School Certificate examination. The standard of work required will be in advance of that for School Certificate. A wide choice of examination questions will permit candidates to make advanced study of certain aspects of the syllabus.

Candidates will be required to submit evidence of practical work. This will take the form of a recorded field study, extending over one year, or other approved biological study or the submission of practical books.

(17) *Art and Crafts* (including *Needlework for women candidates*) (one two-hour paper):

(a) An understanding of the aims, theory, and practice of art and crafts education as developed by such people as Cizek, Lowenfeld, Seonaid Robertson, and Marion Richardson:

(b) An understanding of the aims and methods of the current syllabus in Sewing (for women candidates only):

(c) *Practical Test* (four hours for men and two hours for women):

For men candidates, a practical test (four hours) in two of the activities listed below: for women candidates a practical test (two hours) in one of the activities listed below and the completion, to a satisfactory standard, by 31 January of the year following the date of the examination, of any four garments selected from those listed in the Form II prescription of the current official primary-school syllabus in Sewing.

Design for fabrics:

Illustration in wash or in pen and ink, or in both:

Cloth and paper collage:

Interpretative painting:

Designing of poster or book jacket:

Designing of a mural.

(18) *Mathematics* (one three-hour paper):

Section (a) one-third of paper:

(i) *Teaching of Mathematics*: A knowledge of primary-school textbooks and teacher's handbooks in current use. (Questions on method will, where necessary, include alternatives to suit teaching at different levels.) Candidates should be able to show that they have a knowledge of apparatus used in developing arithmetical concepts:

(ii) *History of Mathematics*: Measures of value; weights and measures; measures of time:

Section (b) two-thirds of paper:

The prescription will be the same as for the current University Entrance Examination. The questions set will be designed to test the candidate's knowledge of mathematics up to this level.

(19) *Music*:

The requirements of the examination will be based on the current official syllabus in music for primary schools.

(a) Practical test: as for Music under Part I.

(b) *Written examination* (one two-hour paper):

(i) Staff notation: all the requirements of the written test for Music under Part I, but to a more advanced stage; all key signatures and time signatures; derived patterns from the semiquaver group; compound time; irregular subdivision of the beat:

(ii) Candidates will be required to write under each note of two given melodies (one in simple time and one in compound time in major or minor keys) the initial letters of the solfa syllables; and the time names:

(iii) Musical terms and signs in common use:

(iv) Methods of teaching children to read music (vocal or instrumental); methods of ear training and voice production. Knowledge will be expected at a considerably higher stage than for the corresponding section in the prescription for Music under Part I:

(v) Basic principles and methods of teaching any *two* of the following: movement to music; percussion-band work; appreciative listening; recorder playing; musical invention; instrumental tuition:

(vi) Identification of songs in the *Dominion Song Book*, Books 5 and 9 from quotation of initial phrases:

(vii) General knowledge of music such as may be gained from *The Complete Book of the Great Musicians* (Percy Scholes).

(20) *Physical Education* (one three-hour paper):

The prescription will be the same as in Physical Education prescribed for Part I of this examination, but a wider range of questions will be given and a higher standard will be required. An additional topic will be included, namely:

Knowledge and critical analysis of *evaluation* under the following headings:

(a) Height; weight; body types;

(b) Simple achievement tests and motor ability tests (range of movement, flexibility, strength, endurance, spring, balance, speed);

(c) The use of testing for motivation purposes.

REVOCATIONS

18. The regulations specified in the Schedule hereto are hereby revoked.

SCHEDULE

Reg. 18

REGULATIONS REVOKED

Title or Subject-matter	Reference
Second Schedule of the Amended Regulations under the Education Act 1914	<i>Gazette</i> 1932, Vol. I, page 9
Regulation 4 of the amended regulations under the Education Act 1914	1932, Vol. I, page 581
Regulation 8 of the amended regulations under the Education Act 1914	1935, Vol. I, page 287
The Examination and Classification of Teachers Regulations 1931, Amendment No. 3	Statutory Regulations 1938/153
Regulation 14 of the Education Amending Regulations 1942	1942/20
The Teacher's Certificate Amending Regulations 1944	1944/95
Regulation 6 of the Education Amending Regulations 1949	1949/5
The Examination and Certification of Teachers Regulations 1931, Amendment No. 7	1959/157

T. J. SHERRARD,
Clerk of the Executive Council.

EXPLANATORY NOTE

This note is not part of the regulations, but is intended to indicate their general effect.

These regulations consolidate and amend the existing regulations relating to the examination and certification of teachers. The names of the teachers' certificates are changed, and they are in future to be known as the Advanced Diploma in Teaching, the Diploma in Teaching, and the Trained Teachers Certificate. The qualifications for the two diplomas are altered.

Issued under the authority of the Regulations Act 1936.

Date of notification in *Gazette*: 24 August 1961.

These regulations are administered in the Department of Education.