

Examination for Elementary Kindergarten Certificates.

Education Department,
Wellington, 10th September, 1915.

THE following programme of examination for Elementary Kindergarten Certificates proposed to be granted under the authority of the Minister of Education to student-teachers of kindergarten schools who desire to obtain a diploma in Elementary Kindergarten work, and who fulfil the required conditions, is hereby republished for general information.

W. J. ANDERSON,
Director of Education.

1. An examination for the grant of Elementary Kindergarten Certificates for teachers will be held in Auckland, Wellington, Christchurch, and Dunedin partly in the month of November or December, 1915, and partly in the month of January, 1916.

2. Candidates before admission to examination for the certificate must (a) have passed the Intermediate Examination or its equivalent, or have gained an Intermediate Certificate; and (b) have completed a course of two years' service and training in a Kindergarten school or schools under the direction of one of the recognized Kindergarten associations of the Dominion, or have completed a service and training of similar extent and character to the satisfaction of the Director of Education.

3. Applications, on forms to be obtained from the Secretaries of the Kindergarten associations in Auckland, Wellington, Christchurch, or Dunedin, or from the Education Department, Wellington, must be lodged with the Director of Education, Wellington, not later than the 15th day of October next, and must be accompanied by a bank receipt for an entrance fee of £1 paid into the Public Account at some branch of the Bank of New Zealand.

4. The examination will be in the following subjects:—

- (1.) Knowledge of Child Nature (including the elements of Child Hygiene and Psychology).
- (2.) Nature Knowledge.
- (3.) Kindergarten Principles.
- (4.) Kindergarten Practice.
- (5.) Class Teaching.
- (6.) Educational Handwork.
- (7.) Blackboard Drawing.
- (8.) Singing.

PROGRAMME.

(1.) *Knowledge of Child Nature.*—The bodily functions of the child and his natural activities; conditions of healthy growth and development, with special reference to food, sleep, warmth, cleanliness, fresh air, and exercise. School conditions affecting the child's physical well-being—ventilation, heating, sanitation, hours of work, exercise, play, rest, &c. The recognition of marked defects in a child's general development. Symptoms of defective conditions in sense organs, good and bad postures during ordinary work, meaning and signs of fatigue.

Meaning and importance of play in general, of imitation, curiosity, imagination, &c. The means of developing ideas and utilizing interests, and the necessity for encouraging a variety of modes of expression. Early moral training; the development of instincts into valuable habits; the presentation of ideals within the grasp of the child; the gradual development of self-consciousness and self-control. Right use of authority.

(2.) *Nature Knowledge.*—(i.) Plant Life: The general structure of a plant and the uses of its different parts, illustrated by the simplest physiological experiments. The flower, and the formation from it of the fruit. The commonest means of seed dispersal. Experimental study of the germination of seeds. The structure and germination of the seed of the bean plant, the oak, and maize (or wheat). Special study of the growth and development of the crocus, daffodil, and potato.

Life-history and structure of the buttercup, pea, foxglove (or snapdragon), and daisy (or sunflower). Pollination on the visits of insects to flowers.

The recognition of the following trees at different seasons by means of various parts and organs, such as buds, bark, leaves, flowers, &c.—the oak, plane tree, willow, wattle, blue-gum. *pinus insignis*, manuka.

Study of the winter resting bud of any common fruit tree.