

(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 subclause (1) hereof, 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.

19. Notification of the successes of candidates at any certificate examination shall, as soon as possible after the close of the examination, be given by publication in the *New Zealand Gazette*. In addition to such general notification, information shall be given to each candidate individually of his success or failure in the several subjects.

SCOPE OF CLASS C EXAMINATION.

20. The scope of the examination in the several subjects for the certificate of Class C shall be as follows:—

Part I (Compulsory).

(1) *Education (Two Papers)*.—A. History of Education (two-hour paper): The nature and scope of education. Typical definitions and modern conceptions of education. A general knowledge of the educational movements associated with the following: Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Armstrong, Montessori, Dewey, Binet, Nunn.

B. Foundation of Education, including Educational Psychology (three-hour paper): Education in relation to the development of the race, the individual, and society—that is, education in relation to life. The chief physiological and psychological characteristics of the infant, the child, and the adolescent. The theory of play; the play-way in education. Doctrines of interest and formal discipline. Fatigue. Heredity and environment as influencing a child's development. General intelligence and its measurement. Imitation and suggestion. Habit and instinct. Association, memory and imagination. Reasoning.

(2) *English Language* (three-hour paper).—Candidates will be required—

(a) To give evidence of a competent knowledge of the English language, including—

(i) Some acquaintance with the history of the language. Candidates will be expected to know something of the making of English grammar, the growth of English vocabulary to the present day, and the great makers of English;

(ii) An adequate working-knowledge of phonetics:

(b) To display ability to write good English.

The examination will consist of (a) questions on the English language, including phonetics; (b) an essay on a subject selected from a number of alternatives, some of which have reference to the literature studied.

(3) *English Literature* (three-hour paper).—Candidates will be required—

(a) To show a satisfactory knowledge of English literature based upon a general survey from 1579 to the present day. This survey shall include a study of the principal literary movements and their leaders; a short treatment of the origin and development of the drama; the evolution of the English novel; the main streams of romantic and classical poetry; acquaintance with modern poetry:

(b) To be familiar with the broad principles on which children's literature should be selected and studied:

(c) To answer questions on such books as from time to time may be prescribed.

(4) *Principles and Practice of Teaching* (three-hour paper)—(a) A knowledge of the primary school syllabus and of the general methods of teaching the various subjects therein. Preparation of time-tables, schemes of work, and daily programmes. The rural one-teacher school—its problems and management.

(b) The principles upon which methods of teaching should be based. A knowledge of commonly accepted class-room methods as well as the more recent developments in educational practice, organization, and management of the school and classroom—e.g., various forms of classification, group work, individual work. Preparation of oral lessons; methods of questioning. Methods of securing the co-operation of the pupil in the process of education. Discipline as a school problem. Methods of teaching specially applicable to (i) the preparatory classes with special reference to Froebel and Montessori, and (ii) the higher classes. Educational value and right use of handwork. Use of illustrative media and concrete expression.