



SUPPLEMENT
TO THE
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WELLINGTON, MONDAY, DECEMBER 18, 1899.

“The Education Act, 1877.”—Regulations for Inspection and Examination of Schools.

RANFURLY, Governor.
ORDER IN COUNCIL.

At the Government Buildings, at Wellington, this sixteenth day of December, 1899.

Present :
THE HONOURABLE A. J. CADMAN PRESIDING IN COUNCIL.

IN exercise and pursuance of the powers and authorities vested in him by “The Education Act, 1877,” the Governor, with the advice and consent of the Executive Council of the colony, doth hereby make the following regulations for the inspection and examination of schools; and, with the like advice and consent, doth order that the same shall come into force on the first day of January, one thousand nine hundred, and that on the said date all previous regulations upon the same subject shall be cancelled.

INSPECTION AND EXAMINATION OF SCHOOLS.

1. Every public school shall, as a general rule, be visited at least twice in every year by a Public School Inspector. One visit, called hereinafter the “annual visit,” shall take place as nearly as possible in the same month in every year, at least ten days’ notice of the date being given to the head-teacher by the Inspector. As soon as possible after the annual visit to any school the Inspector shall present his “annual report” on that school. No notice shall be required for any other visit than the annual visit. After one of his visits in each year the Inspector shall present an “inspection report.” The inspection report may, if the Inspector see fit, be presented at the same time as the annual report. A special report may be presented after any visit. In these regulations a “year” means a year beginning with the 1st January.

2. For purposes of instruction, the pupils of every public school shall be divided into classes, which must be graded for the several subjects according to the standards defined by the syllabus of subjects, as follows: With regard to any subject, Class I. shall include all the children doing the work prescribed for Standard I. in that subject, and may be called S1; for instance, S1 English will include all the children doing the work in English prescribed for Standard I.; S1 arithmetic, those doing the arithmetic of Standard I.; and so on for the other subjects. Class II. shall include all the children doing the work prescribed for Standard II., and may be called S2; and so on to Class VI. Class VII. shall include

all pupils that have passed the Sixth Standard, and may be called S7. The preparatory class shall include all pupils below Class I., and may be called Class P. Class P may be divided, the lower part being called P1, and the next P2; if necessary, these classes may be subdivided, as for instance, into P1 lower, P1 upper, P2 lower, P2 upper.

The principal teacher of a school shall have full discretion to arrange his pupils in different classes for different subjects, according to their ability and proficiency with respect to the several subjects, and according to the number of available teachers; provided that any pupil must be placed in the same class for all the English pass-subjects—namely, reading, spelling and dictation, writing, and composition. The head-teacher may also cause the children of two or more classes to be grouped for instruction in any subject.

Every pupil examined by the Inspector shall be examined in the class in which he has been taught.

A pupil shall be held to belong to the standard class in which he is placed for the English pass-subjects.

3. In order to avoid undue complexity in the classification of their pupils, head-teachers are enjoined, due regard being paid to the needs of individual pupils, to keep the classes in the several subjects as nearly as possible the same for each standard. For certain groups of subjects there will probably be no difficulty in making the classes identical for the several subjects; for instance, S4 grammar, S4 history, S4 recitation, might almost without exception consist of the same individual children as S4 English; to these might generally be added S4 geography and S4 science; on the other hand, S4 arithmetic, S4 drawing, and S4 hand-work would probably differ, as regards a few individuals, from the other classes of Standard IV. An undue degree of complexity in the classification might justly be considered an element of weakness in a school.

4. Before the Inspector's annual visit, the head-teacher (and for the purposes of these regulations a sole teacher shall be considered head-teacher) shall hold an examination of classes S1 to S5 inclusive in all the pass-subjects of the syllabus as prescribed for the several classes. The results of this examination shall be recorded on class-lists, which shall contain the names and ages of all the pupils on the school-roll, with the number of half-days on which each pupil has attended the school since the last annual visit. The class in which a pupil is placed for the English pass-subjects shall determine the list on which his name shall appear. Against the name of every pupil the head-teacher shall enter under each of the pass-subjects a figure denoting the standard which he judges the pupil to have passed in that subject. The figure 0 opposite the name of any pupil shall denote that the pupil has not shown sufficient merit to entitle him to be considered as having passed any standard in that subject. The underlining of a figure in red ink shall denote that a pupil has not passed a standard higher than that passed at the previous examination.

A pupil shall be held to have passed S1 or S2 if he fulfils the requirements of S1 or S2 respectively in reading, spelling, writing, arithmetic; provided that partial failure in spelling, or in writing, or in arithmetic may be overlooked if sufficient merit is shown in the three other pass-subjects.

A pupil shall be held to have passed S3 or S4 or S5 if he satisfies the requirements of such standard, or of a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and has received regular instruction in the class-subjects; provided that work equal to the requirements of the next lower standard may be accepted in two, but not more than two, of the subjects (2), (3), (4), (5).

The class-lists shall form part of the permanent records of the school, and a duplicate thereof shall be handed to the Inspector at his annual visit.

The class-lists presented by the head-teacher shall be signed by the Inspector, unless he sees fit to exercise the right referred to in Regulation 6 of substituting the results of his own examination for those indicated on such class-lists. The signature of the Inspector on the head-teacher's class-lists shall denote simply that he has seen them, and does not consider it necessary to substitute his own results for the results shown thereon.

5. In order to satisfy himself of the general efficiency of the instruction given in the school, the Inspector shall examine a due proportion of the pupils of each class, including Class P and Class S7, in such subjects as he shall choose.

[The Inspector may include in the number so examined any pupil concerning whom the teacher desires his judgment. The Inspector may, if he see fit, examine selected pupils of one class in some subjects, and those of another class in other subjects.]

6. The Inspector may, if he think fit, examine all the pupils of the school, or of any class, to ascertain their individual progress; and he may at his discretion direct that the results of such examination shall be sub-

stituted for the results shown on the class-lists presented by the head-teacher. In this case new class-lists must be made out in accordance with the Inspector's examination and signed by him.

[In other cases it will not be necessary for the Inspector to revise the class-lists or the classification of the pupils.]

7. As soon as possible after the Inspector's annual visit the head-teacher shall record in the Admission Register the passes shown on the class-lists signed by the Inspector, and shall issue to every pupil that has passed a standard a certificate of pass in that standard; and every pupil removing from one public school to another shall be required on entering to exhibit his latest certificate to the head-teacher, who shall make a record of the certificate in the Admission Register.

8. The annual report shall show the number of pupils in each class, the number present, and the Inspector's judgment of the quality of the work done in the "pass-subjects" and "class-subjects," the quantity and quality of the work in the "additional subjects," and the efficiency of the instruction in Classes P and S7; and the degree of discretion displayed in the classification of the pupils, and in the determining of the promotions in Classes I. to V. The terms used in this regulation shall be used in the annual report in the sense in which they are used in these regulations.

9. In his annual report the Inspector shall report on the degree of proficiency in each of the pass- and class-subjects. For the purposes of this regulation elementary science, together with object-lessons and lessons in natural history, manufactures, and common things, shall be counted as one subject, repetition and recitation as one subject. In choosing a word to express his opinion of the quality of the work shown in any class-subject, the Inspector shall consider whether the subject is taken by all the pupils in all the classes for which it is prescribed, and also whether it is efficiently treated. It is not to be expected that a small school with only one or two teachers will always be able to obtain great credit for all the class-subjects, yet all the subjects must receive a due measure of attention, and the neglect of any one of them will be regarded as highly censurable.

10. In the annual report the Inspector shall also in general terms express his judgment of the value of the work done by the school in each of the "additional subjects." For the purposes of this regulation, disciplinary exercises and drill shall be reckoned as one subject, singing as one, needlework as one. In judging the work in any additional subject the Inspector shall consider whether the subject is attended to in all the classes for which it is prescribed, and also whether it is efficiently treated. In the largest schools any neglect of these subjects is to be regarded as a ground of reproach; and, on the other hand, any good work under this head done in small schools will be accepted as evidence of praiseworthy zeal and efficiency.

11. In general, a pupil shall be expected to pass through one class in each subject in a year. The reason for more or less rapid promotion in each case shall be noted in the column for remarks for the information of the Inspector, who may approve or not of the sufficiency of the reason given. The head-teacher shall, by underlining in red ink the figures opposite the name of any pupil, indicate the subjects in which such pupil has not passed a standard higher than that passed at the Inspector's previous annual visit.

The Inspector may require from the head-teacher a written explanation in the case of any pupil whose age is much above the average age of the pupils in that class for that school or for that education district.

12. Periodic examinations should be held by the head-teacher (in any form he may desire) in order to test the progress of individual pupils. A record of the nature and results of these periodic examinations should be shown to the Inspector at his next visit. Such record should show all changes from class to class made as a result of the examination to which it relates.

13. The inspection report shall relate to such topics as the following:—

I. List of classes and teachers; II. Remarks on the organization, as shown under Topic I.; III. Suitability of time-tables; IV. Remarks on the method and quality of the instruction in general or in detail; V. Order and discipline, and the tone of the school with respect to diligence, alacrity, obedience, and honour; VI. Supervision in recess; VII. Manners and general behaviour of the pupils; VIII. State of buildings, ground, and fences; IX. Sufficiency of school-accommodation; X. Cleanliness and tidiness of rooms and premises, including school material and apparatus, outside offices, ventilation, and warming; XI. List of class-books used in the school; XII. Special circumstances affecting the work of the school; XIII. Other topics.

The report shall be divided into sections, and the section relating to any topic in the foregoing list shall bear the number assigned to that topic in the list. The omission of any number shall be sufficient to indicate that the Inspector does not deem it necessary to report on the topic cor-

responding to that number. Section I. shall in no case be omitted from the report: it shall show what classes within the meaning of Regulation 2 there are in the school, whether the classes are grouped for instruction, and, if so, how they are grouped, and by what teacher each class is taught, describing each teacher by his position in the school as "sole teacher," "headmaster," "first assistant," "third-year pupil-teacher," or as the case may be. Any section except Sections I. and XI. may, if the Inspector so choose, consist of the appropriate number and of a single word, such as "Satisfactory."

14. The "standard of exemption" under section 3 of "The School Attendance Act, 1894," shall be the Fifth Standard. An Inspector shall issue to any child a certificate that such child has reached the standard of exemption if such child fulfils the requirements of Standard V., or a higher standard, in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, and satisfies the Inspector that he has received regular and suitable instruction in the class-subjects. Provided that the Inspector may accept work below the requirements of Standard V., but not below the requirements of Standard IV., in two, but not more than two, of the subjects (2) to (5).

Immediately on the receipt of the notice of the annual visit of the Inspector referred to in Regulation 1, the head-teacher shall post in a conspicuous place in the school a notice that such visit is about to be made, and shall call the attention of the children thereto. The parent or guardian of any child who wishes to obtain a certificate that such child has reached the standard of exemption must give notice of such desire in writing to the head-teacher at least two days before such annual visit.

Notwithstanding this, in cases of emergency the Inspector may at any time examine a candidate for a certificate as referred to in this regulation.

The head-teacher shall, on the day of the annual visit, hand to the Inspector lists in duplicate of those who desire to obtain exemption certificates. These lists shall be written on separate sheets of the class schedule form.

The Inspector shall, at or about the date of his annual visit, arrange for the examination of such children as are candidates for the certificates referred to in whatever way he may deem fit, and may examine them at their own or any other school; provided that for such purpose no child shall be compelled to attend at any school (not being his own school) more than five miles from his place of residence.

The Inspector may, if he see cause, refuse to examine for an exemption certificate any child who has not been instructed for at least six months in the class in which he is placed, or who has failed to reach the required standard at an examination held during the previous three months.

Nothing in this regulation shall prevent an Inspector from accepting the results of the head-teacher's examination as sufficient evidence that a child has reached the standard of exemption, and giving his certificate accordingly.

15. The Inspector shall examine all the pupils in the Sixth Standard classes, and he shall award "certificates of proficiency" to those that pass in (1) reading, (2) spelling and dictation, (3) writing, (4) composition, (5) arithmetic, (6) geography, (7) drawing, and that satisfy the Inspector that they have received regular and sufficient instruction in the other class-subjects: Provided that work below the requirements of Standard VI., but not below the requirements of Standard V., may be accepted by the Inspector in not more than one of the subjects (1) to (5), and in not more than two of the subjects (1) to (7).

[The certificates mentioned in this regulation and those mentioned in Regulation 14 may be signed either by the Inspector, or by the Secretary of the Education Board in accordance with information furnished by the Inspector.]

16. The Inspector or Inspectors of each district shall make an annual return, showing, with respect to each public school subject to their inspection, the number of pupils in the several classes and the number present in each class at the time of the annual visit. The return shall indicate the degree of attention paid to the several pass- and class-subjects and to the additional subjects respectively, and state in brief the condition of each school as to order and discipline, and as to the manners of the pupils. If possible, the return shall include a statement of the average age of the pupils in each class.

17. The standard syllabus shall not be understood to prescribe to the teacher the precise order in which the different parts of any subject shall be taught, nor to prohibit the teacher from giving instruction not prescribed by the syllabus, but shall be taken to represent only the attainments of which the Inspector may expect full proof at the several stages of a pupil's progress; also, it is to be understood that the annual report and inspection report, taken together, and not either of them alone, will express the Inspector's full judgment on the character and efficiency of the school.

18. The Inspector shall be at liberty to conduct the examination of a school in his own way—by written papers or *viva voce*; by putting all the questions himself, or allowing the teacher of a class, or the head of a school or of a department, to put all the questions, or some of them; by subjecting each pupil in a class to a separate examination, or by putting questions to the several pupils in the class in rotation, and letting them “take places,” or marking the values of their individual answers; and so on. In the exercise of his judgment in such matters the Inspector will, of course, have regard to the different characters of the several subjects, and will remember that methods properly applicable to the examination of boys and girls of fourteen may be quite out of place in the case of younger children.

19. In the interpretation of the syllabus Inspectors and teachers will be guided by the following statement of its design, and of its aims in general and in detail. It is designed to direct the instruction in *primary schools*, and to regulate the examination of pupils, most of whom are *children*, and the oldest of them in the stage of *early youth*. When terms are used in defining the subjects of primary-school instruction that are also used in defining parts of an examination for teachers, it is not expected that the children will be able to attain such a mastery of these subjects as it is necessary for their teachers to have. Questions that would be fair in a degree paper might be quite unfair if proposed in the same subjects to candidates for matriculation; and the children of a Third Standard class may have some useful elementary knowledge of matters that, in some aspects, are occupying the diligent attention of specialists in modern science. The profitable instruction of children and youths is naturally limited by their intelligence—childish intelligence or youthful intelligence, as the case may be; any teaching that does not keep within the limits thus prescribed by nature is worse than useless, and examination that does not respect these limits is unreasonable. On the other hand, the chief end of the instruction imparted in the primary school is the exercise and development of the pupil's intelligence, and the employment of it in the acquisition of useful knowledge. If any part of the syllabus seems to indicate a tendency to encourage what is mechanical or superficial at the expense of intelligence, it is only because, through some defect in the letter, the spirit and the real meaning have not been as clearly manifested as they ought to have been. It is understood that Inspectors will, as far as possible, make themselves acquainted with the way in which the several subjects have been treated, as is more explicitly laid down in regard to history and elementary science, and that they will accordingly be guided in their examination of the several classes by the work actually done during the year.

In all standards the requirements for READING shall be held to include a fair degree of comprehension of the language of the reading lessons and of the subject-matter contained in them. Accordingly, the subject-matter of all reading lessons, and especially of passages used as examination tests, must be such as the pupils under instruction or examination can easily understand, and the Inspector will not be satisfied with any reading that does not convey to his mind the assurance that the pupil does understand the passage read. Mere utterance of the printed words will not suffice; there must be such intonation and emphasis as are required to express the meaning and spirit of the passage; this must be insisted on, even in the First Standard. Proper emphasis and tone proceed naturally from a true apprehension of the meaning, and are not acquired by following arbitrary and artificial rules. A First Standard pupil is capable of feeling the simple humour or the simple pathos of a simple story, and of understanding the point of it, and his feeling and understanding will affect his utterance as naturally in reading as in free speech, unless he has been educated into a false manner by being frequently set to read unsuitable matter, passing his comprehension, and containing nothing to interest him. In the upper classes the quality of the reading affords one of the surest means of judging of the intelligence of the pupils, and of the degree of culture to which they have attained. The good readers will not be those who never read except in class, but those who have formed the habit of private reading; who can follow with ease the relations of the parts of a complex sentence, the thread of a simple argument, or the plot of an interesting story; who know how to employ in their own spoken and written composition relative sentences and concessive conjunctions; to whose understanding every turn of thought and expression appeals with familiar force; and who, because their thought and feeling respond to every reasonable demand made upon them by the writer, are able to make his meaning their own for the time being, and to make that meaning clear by appropriate tones of voice. Such readers will be independent of mechanical rules for the observance of “stops.” Their reading will be rhetorical in the best sense, though not histrionic. They will be more

indebted to their teacher for the correction of false habits than for the formation of a correct style, for a correct style consists chiefly in the use of turns of voice that are not conventional but perfectly natural, depending only on an adequate conception of the writer's spirit and meaning. There is no need to question really good readers to ascertain whether they understand what they are reading, except perhaps with regard to the meaning of an obscure word here and there; the good reading is sufficient proof of the intelligence of the reader. It must, however, be remembered that a child's understanding of a passage may be good so far as it goes, and may yet be naturally limited by the inexperience natural to his years, so that his reading will not give full expression to the utterance of sentiments of passionate desire, disappointed ambition, or overwhelming grief, although it may indicate an elementary appreciation of them. In the case of a child who from any physical cause cannot satisfy the usual test in reading, the Inspector may apply such other tests as may in his judgment be most appropriate in that individual case to ascertain the child's power of understanding what he reads.

In SPELLING, the intelligence of the child should be directed, in the first place, to the recognition of the phonetic values of the letters, and for that reason words of peculiar formation should not be used as tests for the First Standard. When the phonetic values have been well established in his mind the pupil is capable of intelligent observation of anomalous forms; at a further stage he can appreciate the reasons for different ways of adding inflectional and other terminations; and still later he may come to see how the derivation of words affects their orthography.

WRITING and DRAWING are not to be regarded as merely mechanical and imitative arts. The pupil should from the first be taught to observe the constituent parts of the letters he has to write, the method of joining the several parts of a letter and the several letters of a word, the slope of his copy, and the due spacing of the whole; so that he may have not a vague and general idea, but a clear and precise conception of what he is expected to reproduce. In this exercise, as well as in drawing, the drawing is partly for the eye and partly for the hand; but it ought also to do something for the brain which keeps them in relation. The earliest drawing-lessons will be found to require more intelligence than most young children are at first disposed to bestow upon them. The teacher soon discovers that they have very indefinite ideas of a straight line, of a square, of a circle. They may know that a square has four sides, but their intelligence has to be aroused to observe and recognise the equality of the sides and the sensible character of a right angle; they may know that a circle has no corners, but the perfect symmetry will escape their unaided notice. One great advantage of drawing is that it develops the sense of proportion; operating perhaps more immediately through the eye in the case of freehand drawing, and in the case of geometrical drawing and perspective operating more immediately through the understanding. This sense of proportion is what is most required for the appreciation of arithmetical and physical problems, and it has unlimited applications to the concerns of daily life—even to dressmaking and cooking. Upon many of the practical arts drawing has a still more direct bearing, and to the skilled artisan of the future a knowledge of it will be indispensable.

In these regulations more prominence is given to English COMPOSITION than to English GRAMMAR. It is not possible to define separate stages of progress in composition as clearly as in grammar; it is therefore necessary to leave a great deal to the discretion of the Inspector. The Inspector will ascertain from the teacher what plan is followed in the teaching of composition, and will as far as practicable adapt his examination to that plan; but where he finds the system of instruction unsatisfactory and ineffective he will indicate its defects and suggest improvements, and he will do his utmost to prevent any continuous and persistent neglect of the subject. In setting an exercise in composition, the Inspector will be careful to choose a subject of which it is certain that the children have considerable knowledge; or he will read a paragraph or recite a narrative, or in some other way supply them with suitable material for composition. The teacher should habitually correct defects of composition as they occur in the ordinary speech of the pupils, and in their written exercises. Correct speech and good composition depend more on practice and habit than on a knowledge of rules of grammar and composition. The art of speaking and writing correctly is acquired by familiarity with good models, and by practice subject to criticism and correction; and, with respect to the acquisition of the art, the function of grammar is the subordinate function of criticism. In grammar and analysis the Inspector will employ, as tests or exercises, plain and straightforward sentences, usually short, and words that have quite unambiguous functions.

In ARITHMETIC the tests of the work of any standard should consist of easy examples of that work, and should always comprise easy problems therein, excluding, except in the Fifth and Sixth Standards, problems

involving the use of more than one principle; and exercises intended to test skill and rapidity in the manipulation of figures should be set only in parts of the subject that are certainly familiar and easy to the pupil. In mental arithmetic, short methods, depending on proportion—*e.g.*, price per dozen is a shilling for every penny each, 5 per cent. is a shilling in every pound—are to be encouraged, but the work is not to be limited to cases to which such methods are applicable. In any standard class questions in arithmetic may be set with a view of ascertaining whether care has been taken to keep up and revise the earlier parts of the subject.

In HISTORY the pupils will not be required to learn more than about a dozen dates, or to answer questions on more than about twenty-five persons and events for any one standard; nor will they be expected to trace the remote causes, or even to remember the proximate causes, of great events. What is wanted is a clear view of a few prominent persons and salient facts so exhibited as to afford glimpses of the conditions in which our ancestors lived at successive periods of our national history, and to establish in the mind an outline that may be filled in by later reading. A child may have a vivid idea of royal authority prone to excess, and of the status of a baron, and of the political insignificance of the common people at the beginning of the thirteenth century, without knowing the contents of Magna Charta, or all the incidents of the feudal tenure. The manner in which the whole outline is treated in the definition of history for the Third Standard is an indication of the bold and general treatment contemplated by the department in prescribing periods for study in the later standards.

The ELEMENTARY SCIENCE prescribed in the syllabus is called "elementary science" because that term is used in "The Education Act, 1877": its scope is often misunderstood by critics of the Act and of the syllabus, who think that the children are being "crammed with all the 'ologies." But the term is to be taken as denoting such a knowledge of conspicuous natural phenomena as constitutes a general basis of the particular knowledge of separate sciences. Children are capable of understanding why a scientific man does not regard a whale as a fish, or a spider as an insect. A few well-chosen experiments will suffice to give them a definite idea of the difference between chemical combination and mechanical mixture. A few other experiments with a cheap and simple galvanic battery and an electro-magnet will afford means of explaining to them in a very useful if not a very complete way the operation of the electric telegraph. Instruction of this kind suited to their present stage of development will serve to enlarge their conceptions of the world and to quicken their intelligence—perhaps to stimulate a profitable curiosity, and to create in some young minds a bias towards scientific pursuits. Ohms and volts, atomic weight, the vascular system, and such high matters in general, are out of the reach of the ordinary primary-school pupil, however desirable it may be that the teacher have some real knowledge of them.

In examining in elementary science, or in the subject-matter of object-lessons and natural-history lessons, or in geography and history, the Inspector may, if the teacher presents a book containing the notes of the lessons that have been actually given, base his examination on the contents of the note-book. He may also inspect any exercise-books in which the pupils have entered composition exercises founded on the lessons they have received on these subjects.

In GEOGRAPHY the Inspector may require the children to point out on the map the places that they ought to know, and this with respect not only to places named in their geography lessons, but also with respect to places referred to in the lessons on history, on animals, on natural products, and on manufactures. The importance of bringing the several parts of the school course into mutual relation in this way cannot be overestimated; the degree of success attained by the principal teacher in his endeavours to establish such a correlation of parts should weigh heavily with those who are called upon to form an estimate of his skill and efficiency, and upon it will depend in a high degree the development of the intelligence of his pupils.

20. It is to be remembered that in many ways the examination of a school has an important bearing on the morals of the children. They should be made to feel and understand that the Inspector is not a severe and frowning critic, bent on probing their ignorance and finding opportunity to put them to shame, but that he comes as a courteous and gentle friend, who will use his best skill to put them at their ease, and will invite them to give him proof of their diligence, and let him see what progress they are making; and they should be taught to despise all showy tricks and arts of evasion, to show themselves frank and simple, and to avoid everything that is not in accordance with the strictest principles of honour.

21. The syllabus of class-subjects and additional subjects shall be the following:—

STANDARD I.

PASS-SUBJECTS.

A. *English.*

1. *Reading.*—Short stories, fables, verses, &c., well within the comprehension of the youngest readers, and not containing rare words or long words. As a rule, the words of more than one syllable should be only such as are formed by inflection from short words, or names of familiar objects, persons, well-known animals, birds, rooms, meals, &c. (See Regulation 19.)

2. *Spelling.*—Easy words of one syllable, and longer words in most familiar use and of quite regular formation (*sister*, for example, but not *daughter*).

3. *Writing.*—The small letters, short words, and the ten figures, on slate, at dictation.

B.

4. *Arithmetic.*—Counting, and oral addition by twos, threes, fours, and fives up to 100; numeration and notation to 999; addition sums of not more than three columns; multiplication of numbers not exceeding 999 by 2, 3, 4, and 5; relative values and chief aliquot parts of current English coins; and relative lengths of the yard, foot, and inch. The numeration must be applied to the addition and multiplication, and the multiplication known to be a compendious method of addition. The Inspector should satisfy himself that, within the limits of three places, the *idea* of the decimal notation is fully established. The examination is not to be confined to set sums, but must include concrete examples of a very simple kind, such as—There are 14 children in one class and 19 in another: how many are there in the two classes? or, John has 31 marbles and Thomas has just 4 times as many: how many has Thomas? or, There are 20 shillings in a pound: how many are there in £3?

CLASS-SUBJECTS.

Drawing.—Straight lines, rectilinear angles, simple rectilinear figures, and patterns, as defined in Regulation 23.

Object and Natural - history Lessons.—A syllabus of the work done during the year to be given to the Inspector, who will examine the class upon some object or objects selected from the syllabus, or allow the teacher to examine.

Repetition of Easy Verses.—Syllabus and test as for object-lessons.

Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—A sufficient number of easy and suitable songs in correct time and tune, and at a proper pitch.

Needlework.—See Regulation 28.

Drill.

STANDARD II.

PASS-SUBJECTS.

A. *English.*

1. *Reading.*—More difficult matter than is required for Standard I., but still well within the comprehension of ordinary children at the age of nine. The pupils will be expected to answer questions on the meaning of the more difficult words in the passage read, but not to give strict definitions. They will also be expected to show that they have understood and that they remember the substance of the same passage.

2. *Spelling.*—Words of one and two syllables, including words containing silent letters or other peculiarities, and easy words of three syllables.

3. *Writing.*—Short words, in copy-books, not larger than round-hand. On slate: Capital letters, and transcription from reading-book of Standard II.

B.

4. *Arithmetic.*—Numeration and notation of not more than six figures; addition of not more than six lines, with six figures in a line; short multiplication, and multiplication by factors not greater than 12; subtraction; division by numbers not exceeding 12, by the method of long division, and by the method of short division; multiplication tables to 12 times 12; relative values and chief aliquot parts of the ton, hundred-weight, quarter, stone, and pound; relative lengths of the mile, furlong, chain, and rod. Mental arithmetic adapted to this stage of progress.

CLASS-SUBJECTS.

Drawing.—The same kind of work as for Standard I., but more advanced, and with the addition of simple curvilinear forms—as defined in Regulation 23.

Geography.—Knowledge of the meaning of a map; of the principal geographical terms; and of the positions of the continents, oceans, and larger seas.

Object-lessons, and Lessons in Natural History and on Manufactures.
 —A syllabus, as in Standard I.
Repetition of Verses.—Syllabus showing progress.
Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—Songs as before; the places of the notes on the staff, or the symbol used for each note in the notation adopted; to sing the major diatonic scale and the successive notes of the common chord in all keys.
Needlework.—See Regulation 28.
Drill.

STANDARD III.

PASS-SUBJECTS.

A. *English.*

1. *Reading.*—Easy reading-book, to be read fluently and intelligently, with knowledge of the meanings of the words, and with due regard to the distinction of paragraphs as well as of sentences. Insufficient apprehension of the value of the paragraph is not to affect the individual pass, but the Inspector will not be satisfied with the class if he finds that this defect is general.

2. *Spelling.*—From the same book; knowledge of words having the same, or nearly the same, sound, but differing in meaning; dictation of easy sentences from the reading-book of a lower standard. Dictation is not prescribed for Standards I. and II., because of the serious danger which attaches to the dictation exercise used prematurely. If a child writes incorrectly, his visual memory is affected by his error. On the other hand, transcription is continued in this standard (under the head of "Writing"), because it affords no excuse for mistakes, and allows the teacher or examiner to expect and demand precision; and besides, it insures familiarity with the use of punctuation-marks and capital letters.

3. *Writing.*—Longer words and sentences, not larger than round-hand; transcription from the reading-book of Standard III., with due regard to punctuation and quotation-marks.

4. *Composition.*—Very simple exercises to test the pupils' power of putting their own thoughts on familiar subjects into words.

B.

5. *Arithmetic.*—Numeration and notation generally (one billion being taken as the second power of one million, one trillion the third power, and so on); long multiplication and long division; the four money rules, excepting long multiplication of money; tables of money, avoirdupois weight, and long measure; mental arithmetic; easy money problems.

CLASS-SUBJECTS.

Geography.—The names and positions of the chief towns of New Zealand; the principal features of the district in which the school is situated; names and positions of Australian Colonies and their capitals; of the countries and capitals of Europe; of well-known mountains; and of celebrated rivers. The mountains and rivers named in the following lists will suffice: Pyrenees, Alps, Apennines, Carpathians, Balkan, Vesuvius, Etna, Hecla; Ural, Caucasus, Altai, Himalayas, Hindu Kush, Thian-Shan; Atlas, Kilimanjaro, Ruwenzori; Rocky, Sierra Nevada, Alleghany, Popocatepetl; Andes, Cotopaxi; Australian Alps, Egmont, Ruapehu, Cook; Thames, Seine, Rhine, Rhone, Elbe, Danube, Tiber, Volga; Nile, Niger, Congo, Zambesi; Euphrates, Tigris, Amu (Oxus), Ganges, Hoang-ho, Yang-tse-kiang, Amur, Lena, Yenisei, Obi; St. Lawrence, Mississippi, Missouri, Mackenzie; Amazon, La Plata; Murray.

Drawing.—Freehand drawing of regular forms and curved figures from the flat; very elementary knowledge of degrees. (See Regulation 23.)

Grammar.—The distinguishing of the nouns, verbs, adjectives, articles, and pronouns in easy sentences. The more difficult pronouns (as the indefinite and distributive) are not to be used as tests of knowledge in this standard, but the children should be able to recognise as a pronoun any personal, possessive, or demonstrative pronoun, whether used as a substantive or as an adjective.

English History.—Such a knowledge of a few prominent persons and events, distributed over the whole period from the Roman invasion, as might be imparted in twenty or thirty lessons of a simple character. Lessons explanatory of historical pictures would best answer the end in view. The teacher will prepare a list of about twenty-five persons and events, and about a dozen dates, and the Inspector will ask simple questions to ascertain whether the children have retained an intelligent knowledge of the subjects set down in these lists, and will expect to find that a few dates selected are thoroughly impressed on their memory. The dates should be well spread over the whole period, and relate to very important events or crises.

Knowledge of Common Things.—A syllabus as for object-lessons in the former standards.

Repetition of Verses.—Syllabus showing progress.

Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—Easy exercise on the common chord and the interval of a second, in common time and in $\frac{3}{4}$ time, not involving the use of dotted notes; use of the signs *p.*, *f.*, *cres.*, *dim.*, *rall.*, and their equivalents; songs as before, or in common with the upper part of the school.

Needlework.—See Regulation 28.

Drill.

STANDARD IV.

PASS-SUBJECTS.

A. English.

1. *Reading.*—An easy book of prose and verse.
2. *Spelling and Dictation* suited to this stage, as represented by the reading-book in use; the dictation to exhibit a knowledge of the use of capitals and punctuation, but (at inspection) to be confined to prose.
3. *Writing.*—Good copies in a hand not larger than round-hand, and transcription of poetry.
4. *Composition.*—Letter-writing on prescribed subjects; the addressing of letters and envelopes; exercises in the turning of two given simple sentences into one simple sentence with an adjunct, and in the construction of the complex sentence by the blending of given simple sentences through the use of substantival, adjectival, and adverbial clauses. The pupils are not to be required to give technical names to sentences, adjuncts, or clauses, or to distinguish the three kinds of clauses, but they must be able to turn given sentences into clauses, and to insert them in suitable order.

B.

5. *Arithmetic.*—Long multiplication of money; reduction of money, weights and measures; the compound rules applied to problems in weights and measures; practice, and the making out of bills of accounts and receipts; tables of money, weights and measures. The weights and measures for this standard are: Avoirdupois weight, troy weight, long measure, square measure, measures of capacity (including cubic measure) and time, and angular measure. The questions for "pass" must not include the difficult cases in which division by $5\frac{1}{2}$ or $30\frac{1}{4}$ with a remainder is involved, but such cases may be put separately as a test of the ability of the class. Mental arithmetic adapted to this stage of progress.

CLASS-SUBJECTS.

Geography.—New Zealand: Seat of Government; chief towns of provincial districts; leading products and industries according to locality; principal ports; interprovincial transit; principal objects of interest to tourists; rough maps of the colony showing such one set of principal features (as capes, towns, rivers, mountains) as the Inspector may require. Australia: The names and positions of the colonies, and their chief towns, capes, bays, and ports. The map of the world: The principal trade routes; the countries in which the principal articles of commerce are produced; the chief ports and trading centres; the oceans and great seas; the most conspicuous geographical features of the several continents.

Drawing.—Practical plane geometry and very simple applications of scales to the geometrical problems. Freehand drawing to be kept up. (See Regulation 23.)

Grammar.—The distinguishing of all the parts of speech in easy sentences; the inflections of the noun, adjective, and pronoun.

English History.—The period from the Norman conquest to the Battle of Bosworth: About twenty-five persons and events, and about twelve dates, are to be selected from this period by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—As prescribed in Regulation 24 or 25.

Recitation.—A list of pieces learnt, and one piece (or more) specially prepared for the examination.

Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—Easy exercises on the chords of the dominant and subdominant, and in the intervals prescribed for Standard III.; exercises in triple time; use of dotted notes; melodies, rounds, and part-songs in common with the higher standards. [Note.—It will suffice if this class take the air of the song while the other parts are sung by the more advanced classes, and it may be useful to let older scholars lead the parts in a round.]

Needlework.—See Regulation 28.

Drill.

STANDARD V.

(The Standard of Education under "The School Attendance Act, 1894,"
Section 3, subsection 4.)

PASS - SUBJECTS.

A. *English.*

1. *Reading.*—A book of general information, not necessarily excluding matter such as that prescribed for Standard IV.
2. *Spelling and Dictation* suited to this stage.
3. *Writing.*—Small-hand copies in a strict formal style, and text-hand; transcription of verse in complicated metres, and of prose exhibiting the niceties of punctuation.
4. *Composition.*—A short essay or letter on a familiar subject, or the rendering of a passage of easy verse into good prose.

B.

5. *Arithmetic.*—Proportion; simple interest; the easier cases of vulgar fractions, and problems involving them; mental arithmetic.

CLASS-SUBJECTS.

Geography.—New Zealand and Australia, as for Standard IV. The map of Great Britain and Ireland: Capitals, great ports, and cities and towns of more than 200,000 inhabitants, with their characteristic industries and geographical advantages. The map of Europe: The principal seas, gulfs, headlands, mountains, and rivers; countries and their capitals and great ports; geographical advantages of the several capitals and ports; forms of government of the Great Powers. Physical geography: General distribution of land and water on the surface of the globe; the mountain and river systems of some one continent; watershed; formation of deltas. The globe: the form of the earth; the daily rotation; the annual revolution; the approximately stable direction of the axis; day and night; the seasons; the zones, meridians, and the cause of the differences of local time.

Drawing.—Practical plane geometry; drawing to scale; freehand drawing to be kept up. (See Regulation 23.)

Grammar.—Inflections of the verb; the parsing (with inflections) of all the words in an easy sentence; analysis of a simple sentence.

English History.—The period from the accession of Henry VII. to the death of Queen Anne: About twenty-five persons and events, and about twelve dates, are to be selected by the teacher. (See Regulation 19, and the description of the work in history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—Of a higher order than for Standard IV.

Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—More difficult exercises in time and tune; strict attention to expression-marks.

Needlework.—See Regulation 28.

Drill.

STANDARD VI.

PASS-SUBJECTS.

1. *Reading.*—A book containing extracts from general literature.
2. *Spelling and Dictation* suited to this stage.
3. *Writing.*—The copying of tabulated matter, showing bold head-lines and marking distinctions such as in letterpress require varieties of type (e.g., the copying of these printed standards, or of a catalogue showing division into groups).
4. *Composition.*—Essay or letter.
5. *Arithmetic.*—Vulgar and decimal fractions; simple cases of compound interest and of other commercial rules, such as discounts, stocks, partnership, and exchange; the metric system of weights and measures, and calculations with pound, florin, cent, and mil; square root, and simple cases of mensuration of plane surfaces and of solids bounded by planes; mental arithmetic.
6. *Geography.*—The maps of Asia and North America: Work analogous to the work prescribed under the head of "Map of Europe" for Standard V. The map of the world: British possessions; their principal towns and leading products; with some knowledge of their relative importance, and of the forms of government of the most important. Physical geography. The principal causes of difference of climate, with illustrations. The globe, as in Standard V., with a knowledge of the significance of parallels of latitude, and with special reference to the seasons in the Arctic and Antarctic circles.
7. *Drawing.*—Elementary solid geometry and freehand drawing from simple models; or one of these subjects together with more advanced freehand drawing. (See Regulation 23.)

CLASS-SUBJECTS.

Grammar.—Complete parsing (including syntax) of simple and compound sentences (easy), prefixes and affixes, and a few of the more important Latin and Greek roots, illustrated by part of the reading-book; analysis of easy complex sentences.

English History.—The period from the death of Elizabeth to the reign of Victoria; also the elements of social economy—that is to say, very elementary knowledge of such subjects as government, law, citizenship, labour, capital, money, and banking; great stress is to be laid on the elementary knowledge of social economy. (See Regulation 19, and history for Standard III.)

Elementary Science.—See Regulations 24 and 25.

Recitation.—As for Standard V.

Handwork.—See Regulation 29.

ADDITIONAL SUBJECTS.

Singing.—As for Standard V.

Needlework.—See Regulation 28.

Drill.

22. In geography and history, in Standards IV., V., and VI., the course of instruction and the scope of examination need not conform strictly to the order in which the several parts of the subjects are set forth in the syllabus. The principal teacher may, at his discretion, make arrangements for instructing two or more of the classes S4, S5, and S6 together as one class in either of these subjects, and may take the several prescribed parts of a subject in any order, provided that in geography the instruction prescribed for Standard V. under the heading "the globe" must always form part of the work for that standard, and that, similarly, the instruction in "physical geography" for Standard VI. must always form part of the work for Standard VI.; provided also that the order he adopts for either subject be clearly defined in a written programme showing that the whole of the work prescribed for that subject in the syllabus is distributed in fair proportion over a three years' course of instruction, that this programme be always ready to be produced at the request of the Inspector, and that it be strictly followed. In this programme, or in a separate programme, or in a note-book of lessons actually given, or in a text-book marked for the purpose, the teacher may indicate for the guidance of the Inspector the particular parts of the subject which have been so treated as to afford reasonable expectation that the class will be able to give evidence of having retained a solid knowledge of them. It is expressly recognised that a great part of the instruction given in any subject is illustrative, or explanatory, or connective, and also that the aspects of a subject that have most interest for the teacher are those which he will probably be most successful in impressing on the imagination and on the memory of his pupils; and, further, that where it is not possible to do more than establish the outline or sketch of any department of knowledge there are usually more ways than one of drawing the outline. In history, one teacher may be disposed to give prominence to dynastic considerations, another to military exploits, a third to social developments, and so on; and in geography the thread of the instruction may be mainly political, or mainly physical, or mainly commercial. The Inspectors will judge in every case whether the plan adopted is intelligent, the work done sufficient, and the instruction effective; and they will accommodate their examination to any intelligent and reasonable methods by which the teacher seeks to comply with the requirements of the syllabus.

23. The drawing described in the syllabus is illustrated by the several parts of Blair's Colonial Drawing-book, issued by the authority of the Minister of Education, and is further defined in this regulation (23). The work appointed to be done has a direct bearing on the industrial and decorative arts. In the first three standards the elementary knowledge of geometrical form is to be acquired; in the Fourth Standard, elementary practical geometry is introduced, limited to plane geometry; in the Fifth Standard, practice in scale drawing is required; and, in the Sixth, the practical geometry is extended so as to include elementary solid geometry. The instruments required in the work of the first three standards can be obtained in Wellington for 4d. They are: a measure of inches, a small set-square of 45 degrees, and one of 60 degrees. For the Fourth Standard a pair of dividers (cost 6d.) is necessary. Freehand drawing begins in the First Standard; simple rectilinear figures, first drawn with the ruler, being afterwards copied without ruler, and also drawn as dictation exercises. The freehand for the Second Standard includes forms based on the circle, semicircle, and quadrant; and in the Third Standard common curved forms of a less simple character are introduced. The Fourth Standard freehand work is to be decidedly in advance of Third Standard work. In the Fifth Standard the easier examples, and in the Sixth Standard all the examples, are to be drawn on a larger or smaller scale

than that of the copy, and in the Sixth Standard freehand is extended so as to include drawing from simple models.

In the First Standard the pupils must be able to distinguish vertical, horizontal, and oblique lines, to recognise such lines when they see them, to give the lines the appropriate names, and to draw them with ruler and without ruler at dictation. They must know that when two lines cross one another four angles are presented to view, that the size of the angles is independent of the length of the lines, that one pair of angles may be larger than the other pair, that when there is no such inequality the angles are said to be right angles and the lines are mutually perpendicular, that in this case any two segments containing one of the right angles form also a "square" corner, that a horizontal line is perpendicular with respect to a vertical line, that the obtuse and acute angles are respectively greater and less than the right angle, and that two lines without mutual inclination are parallel. Strict scientific definitions will not be demanded, but the pupils must be able to use and apply the several geometrical terms required, and to give approximate verbal explanations of their meaning. They should also know how to draw lines parallel or perpendicular to one another by means of set-square and flat ruler. Proceeding to simple geometrical figures, which should be illustrated by models in cardboard or wood as well as by drawing, they should know the square and the oblong as square-cornered figures of four sides, all the sides being equal in the square, while in the oblong there are two long sides equal and two short ones equal. The pupils should draw these figures with sides of prescribed length. The meaning of diagonal must be known, as also of triangle, equilateral, isosceles. The two triangles into which a diagonal divides a square or oblong must be recognised as right-angled triangles, and in the square as isosceles triangles. So far as is possible without strict geometrical construction the pupils must be able to draw at dictation, with ruler or as freehand exercises, the several kinds of triangles here named, as well as to recognise them. "Base," "apex," "altitude," as applied to isosceles triangles, should be known. The drawing exercises, with and without ruler, must include combinations of straight lines forming borders and simple patterns.

In the Second Standard the freehand drawing is to include forms based on the circle, semicircle, and quadrant. The knowledge of terms—tested by models, by diagrams, and by dictation—must include circumference, radius, diameter, arc, chord, segment, semicircle, and quadrant. The rhombus and the rhomboid are to be studied: the rhombus as like the square, except as to its angles, and the rhomboid as similarly comparable to the oblong; the rhombus as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles, all isosceles; and the rhomboid as divided by one diagonal into two obtuse-angled triangles, and by the other into two acute-angled triangles or two obtuse-angled triangles, two at least of the triangles being scalene.

In the Third Standard the new figures for study are the trapezium and the polygon, especially the regular hexagon and regular octagon. It is to be known that any regular polygon may be divided into isosceles triangles (equilateral in the hexagon), each of which has its apex in the centre of the figure. The right angle is to be known as an angle of 90 degrees; the sum of the angles round a point as equal to four right angles or 360 degrees; the sum of the angles of a triangle as 180 degrees (illustrated by folding a triangular piece of paper so that the three corners may meet at a point in one of the sides); and the sum of the angles of any four-sided figure as 360 degrees (illustrated by tearing off the four corners of a trapezium and putting them together at a point). The work of the standard must include ruling, freehand, dictation, and memory exercises on the geometry of form, and the freehand from set copies must include some curves more difficult than such as can be produced by joining quadrants together.

In the Fourth Standard the freehand drawing is to be more advanced than that of the Third Standard. *Practical use is to be made of set-squares in the drawing of lines at angles of 90, 60, 45, 30, 15 degrees, and others depending on these; and the pupils must be prepared with problems of practical construction. They ought also to be able to work the problems from given dimensions to one or other of the following scales: 3 in., $1\frac{1}{2}$ in., or $\frac{3}{4}$ in. to a foot; $\frac{3}{4}$ in. to a yard ($\frac{1}{4}$ in. to foot); 1 in. to a mile ($\frac{1}{8}$ in. to furlong). The problems required are the following:—

To bisect a given straight line or an arc.

To bisect a given angle.

To draw a perpendicular to a given straight line at a given point on it.

To draw a perpendicular to a given straight line from a given point outside it.

To draw a line parallel to a given straight line at a given distance from it.

To draw a line parallel to a given straight line through a given point.
To make an angle at a given point in a given line equal to a given angle.

To divide a given straight line into any number of equal parts.

To divide a given straight line proportionally to a given divided line.

To divide a circle into three, six, twelve, four, or eight equal parts.

To construct a triangle, its three sides being given.

To construct an equilateral triangle on a given side.

To construct an isosceles triangle, the base and the angle at the apex being given.

To construct a square, the side being given.

To construct a square, the diagonal being given.

To construct a rectangle, the sides being given.

To construct a rectangle, the diagonal and one side being given.

For the Fifth Standard, pupils must be able to make their own free-hand sketches of some common object as a preliminary to scale-drawing, to measure the object and note the measurements on the sketch, and then to draw the object to scale. Progress in freehand must be shown, and the simplest exercises of the year must be drawn either larger or smaller than the copy set. The problems required in practical geometry are the following:—

To construct a rhombus, the diagonal and side being given.

To construct a rhomboid, the sides and one of the angles being given.

To construct a trapezium equal to a given trapezium.

To construct a triangle on a given base and similar to a given triangle.

To construct a rectangle on a given side and similar to a given rectangle.

To enlarge or reduce any given figure by a system of squares.

To divide a circle into any number of equal parts (by construction).

To construct any regular polygon on a given line.

To construct an ellipse by pins and string.

To describe a circle through three given points.

To inscribe a circle within a given triangle.

To describe a circle with a given radius to touch two converging lines.

To describe a circle with a given radius to touch a given straight line and a given circle.

In the Sixth Standard all copies made from the flat must be enlarged or reduced. The models for model drawing are the same simple solids as are prescribed for the geometrical drawing of this standard, and combinations of the same as found in simple common objects, such as tables, boxes, books, bottles, buckets, &c. The model drawing and the method of teaching it are fully illustrated in the first-grade model drawing in the Colonial Drawing-book, issued by authority of the Minister of Education. The work in practical solid geometry is as follows: Plans and elevations of the sphere and cube, the cone and pyramid, the cylinder and prism, and slabs. Pupils must be able to give correct definitions of these solids, and to draw plans and elevations of them, and of simple objects based on them, on three planes of projection, and also (in the largest schools) to draw sections of them in any plane perpendicular to the horizontal or to the vertical plane.

Teachers may claim exemption for girls from examination in geometrical drawing.

24. The instruction in elementary science for Standards IV., V., and VI. shall be based on a programme, which shall be prepared by the head-teacher, to show the distribution of the subject over a three years' course of lessons. The programme must include such elementary knowledge of physics, and such a conception of chemical action as may be imparted by a proper use of Professor Bickerton's "Materials for Lessons in Elementary Science," and must also include instruction in elementary mechanics, or in elementary laws of health, or in ambulance work and modes of resuscitation, or in botany, or some other subject recognised by the Inspector as equivalent to one of these; provided, however, that, if the elements of agricultural knowledge be efficiently taught, no other elementary science shall be required for these standards.

25. The programme of the elements of agricultural knowledge which may be substituted for the programme of "elementary science" is as follows:—

Standard IV.—(a.) The parts of plants, stems, leaves, roots, flowers, and fruit (with special reference to fruit-trees and agricultural plants).

(b.) Fertilisation of flowers and formation of seed. Storage of food in seeds, roots, &c. Germination.

(c.) Composition of plants. The meaning of the terms organic and inorganic. Elements and compounds. Outlines of chemistry of air and water.

(d.) How plants obtain their food. Function of the leaf. Decomposition of carbonic acid. Leaf-green. Importance of water to the plant. Absorption of food by the roots. Action of root-hairs.

(e.) The soil. How soils are formed. Decay of rocks. Chemical constituents of soil. Subsoil. Humus. The soil as a source of plant-food.

Standard V.—(f.) Brief outline of the chemistry of the elements essential to the growth of plants. Influence of light, warmth, and moisture on plant-growth. Bacteria as the cause of decay and fermentation.

(g.) Mechanical analysis of soils. Classification of soils. Good and bad qualities of soils. Influence of mechanical condition of soils on their fertility. Plant-food in the soil, available and dormant.

(h.) The objects to be obtained by tillage. Improvement in the mechanical condition. Importance of a good seed-bed. Chemical changes induced by exposure to the air. Action of bacteria, &c., in the soil. Fallows. Tillage as partly replacing manure. Water in the soil. Capillary action in the soil. Drainage. Possible loss of plant-food in drainage water. Differences in modes of cultivation for light and heavy soils. Plant-food in the soil. Exhaustion of the soil. Principle of application of manures. Principle of rotation of crops. Improvement of the soil.

Standard VI.—(i.) Object of manuring. General and special manures. Farmyard manure, its composition and value; its liability to ferment; management to prevent loss of value. Vegetable and animal refuse as manures. Green manuring. Plant-food most frequently wanting in soils. Manures supplying particular kinds of plant-food. Guanos. Special manures supplying nitrogen. Bone manures. Superphosphate and other manures. Action of lime on the soil.

(j.) The characteristics of the common crops—cereals, fodder-crops, root-crops. Habit of growth of a plant. Distribution of roots. Principle of adaptation of manures to crops.

(k.) Importance of good seed. Propagation of plants by cuttings, tubers, bulbs, &c. Object of grafting and of pruning. Insect-pests. Insect changes, as illustrated by the life-history of common insects. Nature of parasitic fungi.

In schools in which it is not practicable to have the work of the three standards done separately, Part I. may be taken as the work of one year; Part II. may be taken as the work of another year, together with so much of Part I. as is necessary to render Part II. intelligible to beginners; and Part III., with the most necessary portions of Part I., as the work of a third year.

26. The object-lessons and lessons on natural history, manufactures, and common things, for Standards I., II., and III., are intended as an introduction to the elementary science lessons for the higher standards. Classes S1 and S2, or S1, S2, and S3, may be taught and examined together in these subjects if the programme of lessons is varied from year to year, so that on the whole the work prescribed for two or three classes shall be done in two or three years, as the case may be; or S3 may be instructed in elementary science with any higher class, and even S1 and S2 may, instead of receiving lessons on objects, &c., be instructed in the elementary science prescribed for the higher standards if the instruction in elementary science is oral, illustrative, and experimental, and is, in the teacher's judgment, adapted to the capacity of the lower classes, and fitted to promote the development of their faculties.

27. Any order of instruction in singing other than that prescribed in the standards will be recognised as of equivalent value if the result be good singing, sufficient theoretical knowledge, and careful training of the lower classes as well as the higher.

28. All the girls in any public school in which there is a mistress or assistant mistress shall learn needlework, and the Inspector shall judge all other work done by the girls more leniently than that done by the boys in such a degree as would be implied in reducing by 10 per cent. the minimum marks required for an examination pass. To secure full approval the needlework of the several classes must be according to the following programme:—

S1. Threading needles and hemming.

S2. The foregoing, and oversewing, running and felling, and fixing a narrow hem.

S3. The foregoing, and stitching, sewing on strings and buttons, and making eyelet-holes for hooks.

S4. The foregoing, and setting in gathers, button-hole stitch, and sewing on hooks and eyes.

S5. The foregoing, and button-holes, and plain darning on stocking material.

S6. The foregoing, and darning and patching linen, calico, and woollen material, herring-bone stitch, cutting out on paper, and cutting out and fixing one plain garment.

29. With the authority of the Education Board, given under section 3 of "The Manual and Technical Elementary Instruction Act, 1895," in any school any suitable course of hand-and-eye training or of manual instruction, called in Regulation 21 "Handwork," may be substituted for any one of the class-subjects except drawing: Provided,—(1) That drawing with brush or chalk may be substituted for the drawing prescribed in Regulation 23; (2) that modelling in clay may be combined with the drawing of any standard; (3) that modelling in cardboard may be combined with the drawing of SS. 4, 5, 6; and (4) that in the case of (2) or (3) the requirements of Regulation 23 shall be modified accordingly. The Inspector shall approve of the suitability of the course of handwork adopted, having regard to the needs of the particular school and to the value of such course of hand-work as a part of the general course of instruction given in the school.

30. In case of any misunderstanding arising as to the meaning of any part of these regulations the Minister of Education may declare what is to be taken as the meaning, and his interpretation shall be binding upon all persons to whom it is communicated, and shall, if declared by publication in the *New Zealand Gazette*, have equal force with these regulations.

31. Standard V. as defined in these regulations shall be the standard of education prescribed under "The School Attendance Act, 1894," section 3, subsection (4).

ALEX. WILLIS,
Clerk of the Executive Council.

Regulations under "The Public School Teachers Incorporation and Court of Appeal Act, 1895."

RANFURLY, Governor.

ORDER IN COUNCIL.

At the Government Buildings, at Wellington, this sixteenth day of December, 1899.

Present:

THE HONOURABLE A. J. CADMAN PRESIDING IN COUNCIL.

IN pursuance and exercise of the authority vested in him by "The Public School Teachers Incorporation and Court of Appeal Act, 1895," and of all other powers hereto him enabling, His Excellency the Governor of the Colony of New Zealand, with the advice and consent of the Executive Council of the colony, doth hereby cancel the regulations numbered three and four, made by Order in Council under the provisions of the said Act on the twenty-sixth day of November, one thousand eight hundred and ninety-five, and doth also cancel the regulations made by the same authority on the twenty-sixth day of October, one thousand eight hundred and ninety-six, and in lieu thereof doth make the regulations following, namely:—

REGULATIONS.

3. The returns referred to in section 11 of the said Act shall be made once in every year, and shall be as follows:—

- (a.) The full names of all the members and officers of the society (specifying the office held by each officer).
- (b.) A copy of the annual report of the society, including its annual statement of accounts.
- (c.) A copy of the by-laws of the society.
- (d.) A statement of the cases of appeal in which the society intervened during the year to which its annual report relates.

4. Such returns shall be certified as correct under the hand of the secretary, president, or chairman of the society, and shall be forwarded to the Registrar within three months after the date to which they are made up.

ALEX. WILLIS,
Clerk of the Executive Council.