



SUPPLEMENT

TO THE

NEW ZEALAND GAZETTE

OF

THURSDAY, SEPTEMBER 30, 1909.

Published by Authority.

 WELLINGTON, WEDNESDAY, OCTOBER 6, 1909.

"The Education Act, 1908."—Regulations relating to Native Schools.

PLUNKET, Governor.

ORDER IN COUNCIL.

At the Government House, at Wellington, this fifth day of October, 1909.

Present:

HIS EXCELLENCY THE GOVERNOR IN COUNCIL.

IN pursuance and exercise of the powers and authorities vested in him by "The Education Act, 1908," His Excellency the Governor of the Dominion of New Zealand, acting by and with the advice and consent of the Executive Council of the said Dominion, doth hereby revoke all existing regulations relating to Native schools, and in lieu thereof doth make the following regulations; and, with the like advice and consent, doth prescribe that this Order shall come into force on the day of publication thereof in the *New Zealand Gazette*.

I. THE ESTABLISHMENT OF NEW SCHOOLS.

1. IF at least ten Maoris actually residing in any locality petition the Minister of Education for a Native school, and if they or any of them offer to give at least four acres of good land suitable for a school-site, except in places where the circumstances do not justify so large a demand, the Minister may establish a school in that locality: Provided (1) that there is no school within a convenient distance which Maori children can be reasonably expected to attend; (2) that an officer of the Department reports favourably on the site offered; (3) that the Natives give the Government a proper title to the site; and (4) that they satisfy the Government that the district will keep up an average attendance at the school of not less than twenty-five children of school age.

2. In a case in which full compliance with the conditions stated above is for the time impracticable the Minister may establish a provisional school, and in such case may require the parents to provide the whole or part of the school buildings.

3. Teachers of small schools established by Maoris may receive grants in aid from the Government, provided that the school is conducted conformably with the requirements of the Government.

4. "Maori" or "Native" means any person belonging solely to the aboriginal races of New Zealand, and includes the descendants of any such person being half-castes, or being intermediate in blood between half-castes and pure descent from those races.

II. TEACHERS.

1. The person appointed to be teacher of a Native school shall be a married man, whose wife shall be required to accompany him; provided, however, that the Minister may, if the circumstances warrant his so doing, place a school in charge of a mistress. In case no suitable certificated teacher is an applicant for appointment to a school, preference will be given to other qualified persons who have had experience in teaching.

2. Before the appointment of an assistant is made to a school the head teacher may recommend a person whom he deems suitable for the appointment, but such recommendation shall not be held to limit the discretion of the Minister in making such appointment. No unmarried male assistant shall be employed on the staff of any Native school.

3. It is not intended that the duties of the teacher shall be confined merely to school instruction of the Maori children. On the contrary, it is expected that the teachers will by their diligence, their kindness, and their probity exercise a beneficial influence on the Natives living near them, and that they will endeavour to give the Maoris of the district such culture as may fit them to become good citizens. No teacher who neglects this most important feature of his work will be regarded by the Department as satisfactorily fulfilling his duty. A Native-school teacher must, above all things, be known as a man of strict sobriety.

4. A teacher shall not accept any salary, fee, or emolument, nor shall he be permitted to hold any office or appointment, whether honorary or paid, without the consent in writing, previously obtained, of the Minister.

5. As an officer of the public service, a teacher is forbidden to make any communication, directly or indirectly, to the Press upon any matter affecting the Department in which he serves, or the business of the officers thereof, or relating to the public service, or his own official position or acts, or upon any political subject or question connected with New Zealand, without the express permission or authority of the Minister; and is, further, required to refrain from all actions calculated to give offence to any section of the community, or to impair his usefulness as a teacher.

6. A teacher appointed to any school shall notify the Department of the date of his arrival and of his commencing duty. No teacher appointed under these regulations, or under regulations previously in force, shall be at liberty to relinquish his engagement without giving the Minister at least one month's notice in writing of his intention to do so. Such notice should, as far as possible, be made to take effect on the last day of the month succeeding that in which the notice is given.

7. Before leaving a school a teacher shall hand over to a person duly authorised all school property belonging to the Department, and make out in duplicate an inventory thereof certified by such person, and shall forward one copy to the Department and shall place the other in the school portfolio.

He shall also make up all books and records to the date of his leaving, and shall forward to the Department the attendance returns duly completed in like manner.

The last instalment of salary due to such teacher shall not be paid until the requirements of this clause have been fulfilled.

8. No teacher shall trade with the Natives or endeavour in any way to gain pecuniary advantage from them.

9. In every case a teacher shall live in the house provided by the Department, unless the Minister shall have previously sanctioned his residence elsewhere.

10. As the necessity arises the teacher shall effect such small repairs as are required to maintain the residence, the fences, and the gates in good order and condition. The garden shall be cared for, and the teacher shall do such work on the remainder of the school grounds as will keep them in good order. It is to be understood that in all cases the school-site is intended for school purposes, and that a teacher's right to use a portion of it for private purposes is subject to the condition that the efficiency of the school and the necessities of the children are not, in the opinion of the Department, impaired thereby.

III. CONDUCT OF THE SCHOOL.

1. The time-table shall be displayed in a conspicuous position in the schoolroom, and the work of the school shall be carried on as far as possible in accordance therewith. For this purpose the school clock shall be kept going as correctly as possible. Any substantial departure from the provisions of this time-table shall be entered in the log-book.

2. Visitors admitted to a school during the hours of instruction shall not, without the permission of the Minister or of the teacher, speak, or take part in the business, or interrupt the work of the school.

3. The net time devoted to school work shall be four and a half hours daily—viz., from 9.30 a.m. to 12, and from 1 p.m. to 3 p.m.

4. If the schoolmaster is also Postmaster he shall make up before school time any mails that have to be despatched during school time, and if the post-office is also a telephone-station he shall make arrangements whereby some member of the family will attend to the telephone during school time.

IV. LEAVE OF ABSENCE.

1. Under certain circumstances leave of absence may be granted, but this can be obtained only by the direct sanction of the Minister, and every application for leave shall be accompanied by an explicit statement of the reason for making it. This rule shall apply to every member of the staff of the school recognised by the Department and in receipt of any salary.

2. No special holiday may be taken unless permission has been received from the Department. The absence without leave of any teacher or assistant teacher for any half-day on which this Code requires that school shall be held will be taken as *prima facie* evidence that such teacher or assistant teacher has resigned.

V. ATTENDANCE REGISTERS AND RETURNS.

1. The head teacher of each school shall keep a register of attendance in a form which shall be furnished by the Department; and all the teachers in the school shall assist in making up weekly and quarterly summaries of attendance.

2. The attendance of scholars in each school shall be registered every morning and every afternoon, provided that in no case shall the register be marked later than one hour and a half before the close of morning or afternoon school, as the case may be. The register shall be marked and kept in accordance with the instructions printed thereon.

3. The attendance of a child at morning school shall be reckoned as one attendance, and the attendance of a child at afternoon school shall be reckoned as one attendance, and a school open in the morning and open in the afternoon shall be deemed to have been opened twice.

4. The school shall be held to be open any morning or afternoon if one child be present before the first half-hour of the ordinary school time has passed.

5. The average daily attendance for any period shall be ascertained by first throwing out of account what shall be called "excepted" half-days—that is, every morning or afternoon on which the attendances have numbered less than one-half of the number of pupils belonging to the school—and by throwing out of account the attendances also of every such morning and such afternoon, and then by dividing the remaining number of attendances by the remaining number of half-days.

6. On the day on which the head teacher of a school first knows that a pupil has been definitely removed from his school, such head teacher shall record the removal in the admission register and in the register of daily attendance. He shall record also that a pupil has left the school when such pupil has been absent for any period of sixty-five consecutive school days. Such pupils shall forthwith be considered as ceasing to belong to the school, and in any computation of average attendance for any period thereafter their names shall not be taken into account in any way.

7. The head teacher of each school shall, after the end of each quarter, transmit to the Department a return exhibiting, in the form prescribed, the state of the school roll and of the attendance for such quarter.

8. At the beginning of each year a new register of daily attendance shall be opened. When the number of scholars attending, or likely to attend, is large, it will be convenient to keep one book for boys and another for girls. The names of children shall be entered in order according to their respective classes.

9. In cases where from any cause, such as bad weather, the school has not been open in the morning, the teacher shall do what he can to encourage an afternoon attendance, if possible, in order that the school work may be done regularly and efficiently. The holding of the afternoon school must in no way be made to depend on the morning attendance.

10. When no school work has been done on an ordinary half-day, the teacher shall give a circumstantial and satisfactory statement in the log-book, showing that the total absence of pupils has not been owing to any act or default of his. The opportunity to attend must be offered in good faith twice a day.

11. The teacher shall post his quarterly returns within three days after the last school day in each quarter. No salary shall be paid to any teacher if, and so long as, his returns are more than one month in arrear. Returns are to be considered as in arrear until they have reached the office in a perfectly correct form.

12. Fraudulent entries in any register or return may lead to summary dismissal.

In connection with the marking and keeping of the registers the following offences shall be regarded as inexcusable:—

- (a.) Not providing in the time-table a fixed time in the morning and another in the afternoon for the marking of the roll.
- (b.) Not marking the roll at the time fixed by the time-table.
- (c.) Marking an absent pupil as present.
- (d.) Not entering the total of the morning's marks as soon as the marking for the morning is done, and similarly with respect to the afternoon.
- (e.) Marking the register otherwise than in ink.

VI. GOOD-ATTENDANCE CERTIFICATES.

1. At every Native school certificates shall be obtainable, to be called "good-attendance certificates," and such certificates shall be of two classes,—

- (a.) For any child of school age attending the school who for a period of twelve months has been present every time the school was open, both in the morning and afternoon.
- (b.) For any such child who for a like period has not been absent from such school more than five times in all.

2. Such certificates shall be signed and issued by the Inspector-General of Schools, or by the Secretary for Education, or by the Inspector of Native Schools.

3. With the quarterly return for December, lists of children qualified for certificates shall be sent to the Department, the total number of attendances each has made during the year being shown in each case.

VII. SCHOOL PREMISES.

1. The schoolroom shall be used as a schoolroom only, and the teacher shall not allow it to be put to any other purpose whatsoever, except as hereinafter provided. Under no circumstances shall the use of the schoolroom for dancing be permitted.

2. If the people in the district wish religious services to be held in the schoolroom they shall make an application to the Minister and obtain his sanction. In cases in which this has been obtained and service has been held in the school, the room shall be properly cleaned and set in order for the school work of the following day at the cost of the persons that have had the use of the school.

3. The schoolroom shall be available for use as a polling-place for the election of a member of the General Assembly if so required by the Returning Officer.

4. The head teacher shall make arrangements for the regular cleaning of the schoolroom, the offices, and all other buildings.

5. The premises, including the outbuildings, shall be swept and dusted daily, and washed with sufficient frequency to keep them thoroughly clean.

6. The head teacher is responsible for the safe custody of the school buildings and furniture.

VIII. DISCIPLINE.

1. Teachers shall do all in their power to secure the good behaviour of their pupils, and to train them in the formation of good habits, both in the school and the playground, and when proceeding to or returning from school.

2. All degrading and injurious punishments shall be avoided. In particular no teacher shall strike any child upon the head. A violation of this rule may subject the offending teacher to dismissal.

3. Corporal punishment may as a last resort be inflicted by the head teacher only, and on the responsibility of the head teacher, who shall at once enter the particulars in the log-book.

4. Corporal punishment may be inflicted for offences against morality, for gross impertinence, or for wilful and persistent dis-

obedience. It must not be inflicted for failure or inability to learn or for trivial breaches of school discipline.

5. The teacher of a school may, with the approval of the Minister, forbid the attendance of a child on the following grounds, viz.: (1) Want of cleanliness; (2) conduct such as is liable to injuriously affect the tone of the school and set a bad example to the other scholars; or (3) danger of communicating a contagious disease. In the last case and in serious cases under (1) and (2) he shall act promptly upon his own judgment, but shall report the matter forthwith to the Department.

IX. SCHOOL AGE.

1. "School age" means any age between the years of five and fifteen, reckoned in each case from the last preceding birthday.

2. Subject to the discretion of the Inspector, a child that is below school age or a child that is above school age may be allowed to attend a school for instruction, but in no case shall the name of any child that is below the age of five years be entered on the school register, nor shall his attendances be taken into account.

X. HOLIDAYS.

The following holidays shall be observed in all Native schools:—

(1.) All Saturdays and Sundays; Good Friday and Easter Monday; Empire Day; Prince of Wales's Birthday; King's Birthday; Agricultural Show Day, when the show is held within such distance of the school as to render only one day's holiday necessary; anniversary of the province in which the school is situated; half-day on the day of the general election, unless the distance of the polling-booth from the school is so great as to make a full day necessary; Arbor Day.

On the afternoon of the school day preceding the loyal holidays—viz., Empire Day, Prince of Wales's Birthday, King's Birthday, anniversary of province—teachers are expected to address the children on some appropriate topic connected with the occasion for which the holiday is given.

On Arbor Day, when this day is made a special occasion for planting trees, shrubs, &c., the usual lessons need not be given. At the conclusion of such work the children are to be given a holiday for the remainder of the day. Should the work referred to not be done, the usual lessons will be required and no holiday will be taken.

(2.) First-term holidays: One week, beginning third Monday in May.

Second-term holidays: One week, beginning first Monday in September.

Midsummer holidays: Six weeks, beginning not earlier than the third Monday and not later than the fourth Monday in December.

(3.) Should circumstances render it necessary, teachers may be requested to postpone any holiday.

(4.) In connection with the midsummer holidays, to prevent loss of time, permission will be given to teachers to close school on such dates as will be most convenient for their departure by steamer. Due notice must, however, be given to the Department, and in no case must the holidays exceed six weeks.

XI. SCHOOL COMMITTEES.

1. For every Native school there shall be a Committee consisting of five persons; provided that in a school at which there are European children attending, if the elected members are all Maoris, the Minister may appoint one European member in addition for every ten or part of ten European children attending.

2. The Committee shall be elected annually at a public meeting of parents and guardians of the children attending the school. Such public meeting shall be held in the schoolhouse on Friday in the first school week of each year, or on such other date as the Minister may direct. The time and place for holding such meeting shall be notified by the teacher in accordance with instructions issued by the Department.

3. At each annual meeting a Chairman shall be chosen.

4. Any of the parents or guardians, whether present at the meeting or not, may be nominated for election, provided that in the case of a candidate not present at the meeting his consent to the nomination must be given in writing to the Chairman.

5. The Chairman shall decide who are entitled to vote, and shall himself have a deliberative and a casting vote.

6. Each candidate shall be proposed and seconded, and the Chairman shall cause a list of the candidates to be written on the blackboard.

7. If the number of duly nominated candidates does not exceed the number of persons to be elected, the Chairman shall declare that such candidates have been duly elected.

8. If the number of duly nominated persons is in excess of the number of persons to be elected, a ballot shall be taken.

9. If the number of candidates duly nominated is less than the number required to be elected, the candidates duly nominated shall be declared duly elected, and the Minister shall appoint such persons as he deems fit to make up the number of members of the Committee to the number required.

10. As soon as all the votes have been recorded the Chairman shall declare the ballot closed and hand the ballot-papers to scrutineers, if any have been appointed by the meeting, or, if no scrutineers have been appointed, he shall, in the presence of the meeting, himself open the ballot-papers, and those five candidates shall be declared duly elected for whom the highest number of votes has been recorded.

11. Where any two or more candidates have received the same number of votes, the Chairman shall, if necessary, give a casting-vote.

12. At an election every elector may vote for any number of candidates not exceeding the number of members of the Committee to be elected, but no elector may give for any one candidate more than one vote.

13. If any dispute shall arise respecting the validity of the proceedings, the matter in dispute shall be submitted to the judgment of the Minister, whose decision shall be final. Pending the settlement of any such dispute the Minister may appoint some person to exercise the functions of the Committee during the interval.

14. As soon as the election is over the members of Committee present shall proceed to elect a Chairman. The Chairman shall enter the names of the new Committee in the minute-book provided for the purpose, and shall forward to the Secretary for Education, through the teacher, the names of the members. The members shall hold office until their successors are appointed.

15. If an elected member of the Committee dies, or resigns, or otherwise vacates his office, the remaining members shall appoint a successor, and the Chairman shall duly report the appointment to the Department.

16. A certificate that he is the holder of the position will be issued by the Department to the Chairman of the Committee.

17. The Committee should meet at least once in every three months, but a meeting may be convened at any time at the request of two or more members of the Committee, or by order of the Chairman himself. At every meeting of the Committee three members shall form a quorum. Minutes of proceedings shall be kept in the book provided for the purpose, and at every meeting of the Committee the minutes of the previous meeting shall be read over and signed by the Chairman. The minutes may be drawn up by a member of the Committee or by the teacher, and may be in Maori or in English.

18. If a member of a Committee be absent without leave of the Committee during three consecutive months from all meetings of the Committee, except from illness or other cause to be approved by the Committee, or if a member ceases to reside in the school district, he shall cease to be a member of the Committee, and his office shall thereupon be vacant.

19. The principal duty of the Committee is to see that a proper average attendance is maintained at the school.

20. It is also the duty of the Committee to provide a proper supply of firewood for use in the school, and to arrange that the schoolroom shall be cleaned every night and scrubbed out at least once a month, and to see that proper provision is made for keeping the outbuildings in good order.

21. The Committee should, if occasion arise, forward to the Department any complaint they may have to make with regard to the school. It is no part of the duty of the Committee to interfere with the teacher personally in any way. That officer has the sole charge of the schoolhouse, the residence, and the grounds, and is responsible to the Department alone for the general management of the school.

XII. COMPULSORY ATTENDANCE.

1. All provisions of "The Education Act, 1908," that relate to the attendance of children at school shall apply to Maori children, and children residing in the Chatham Islands.

2. All the powers and functions possessed by an Education Board, or by the Chairman, or Secretary, or Truant Officer thereof, under sections 149 to 158 of the said Act may, with the necessary modifications, be exercised in the case of Native schools and schools in the Chatham Islands by the Inspector-General of Schools or the Secretary for Education.

XIII. STAFFS, SALARIES, AND ALLOWANCES IN NATIVE SCHOOLS.

1. The salaries and allowances of head teachers of Native schools shall be the same as are prescribed in the case of public schools by "The Education Amendment Act, 1908," as set down in the First and Second Schedules hereto, provided that in schools of Grade 1 the salary of the head teachers shall be the salary of Subgrade 1B of Grade 1.

2. The number of assistant teachers in every school shall be such as is prescribed for the average attendance thereat in the First Schedule hereto.

3. The salaries and allowances of assistant teachers shall be in accordance with the First Schedule hereto.

4. In regard to the salaries and allowances of head teachers and assistant teachers the following provisions shall have effect:—

(i.) The provisions of section 7 of "The Education Amendment Act, 1908," shall, *mutatis mutandis*, be applied.

(ii.) The salaries payable under the amendment of the Native Schools Code of January, 1907, shall be deemed to be the salaries under "The Education Act, 1908."

(iii.) The note to Part 2 of the First Schedule to "The Education Amendment Act, 1908," shall, in the case of teachers of Native schools, not apply till the 1st January, 1911, and then not so as to reduce thereby the salary of any teacher appointed before that date below the salary payable to him on the 31st December, 1910.

5. (a.) The average attendance to be taken as the basis of computations for any school year shall, except where it is prescribed otherwise, be the average daily attendance for the year ended 31st December immediately preceding, called hereinafter "the yearly average attendance." The yearly average attendance for any school shall be found by adding together the average daily attendances thereat for the four quarters ending 31st December as ascertained at the end of each quarter, and dividing the total by four. The result in each case shall be expressed as a whole number correct to the nearest unit, one-half being reckoned as a whole.

(b.) If the average attendance at any school for any quarter is less than two-thirds of the average weekly roll-number for that quarter, or if there be in any quarter less than thirty half-days on which the average attendance is at least half the number of the children on the roll, then in order to find the yearly average attendance, there may at the option of the Minister be substituted for the average attendance for such first-named quarter either the average attendance for the corresponding quarter of the preceding year or the average attendance of the quarter ending 31st December of the preceding year, and the yearly average attendance thus found shall be in lieu of the yearly average attendance as defined in subclause (a) hereof.

(c.) Further, for the average attendance of any two quarters a similar substitution, at the discretion of the Minister, may, *mutatis mutandis*, be made in the case of any school in regard to which it is shown to his satisfaction that an infectious disease of an epidemic character has during the period or periods concerned been locally prevalent to the extent of affecting 10 per cent. or more of the children of school age.

6. On the 1st of January in each year schools shall be classified in the grades and subgrades named in the First Schedule hereto according to the yearly average attendance for each school for the year immediately preceding:

Provided that the grade of a school shall not be reduced unless such attendance or the mean of the attendance for the two years or for the three years immediately preceding the said 1st of January is as low as is indicated in Table A.

TABLE A.—Showing Decreased Yearly Average Attendance necessary for Reductions in the Grades of Schools.

(1.) Grade to which School is to be reduced.	If Yearly Average has fallen—		
	(2.) For Three Years to	(3.) For Two Years to	(4.) For One Year to
I	15	12	9
II	25	20	15
III	35	30	25
IV	80	70	60
V	120	110	100

Nevertheless, the subgrade to which a school belongs within such grade shall be determined in accordance with the yearly average attendance for the year immediately preceding as hereinbefore provided.

7. (a.) Notwithstanding the grade in which any school is placed, if at the beginning of any quarter it appears that the attendance at such school has increased so that the mean of the quarterly average attendance for the three quarters, or for the two quarters, or the attendance for the quarter immediately preceding, is as high as that shown in column 2, or column 3, or column 4, as the case may be, of Table B hereto, the number of teachers shall be the same as if the school were placed in the grade shown in column 5 of that table.

TABLE B.—Showing Increase in Quarterly Average Attendance upon which the Staff of a School may be increased.

(1.) Grade or Subgrade in which School is placed.	Average Attendance rises for—			(5.) Staff to be as if School were in Grade
	(2.) Three Quarters to	(3.) Two Quarters to	(4.) One Quarter to	
IIA	24	27	30	II B.
IVA	55	60	65	IV B.
IVB	85	90	95	V.

(b.) This clause shall affect the staffing of the school only for the quarter therein prescribed.

(c.) Nothing in this clause shall be deemed to affect the grade in which a school is placed, or, except as prescribed herein, to affect the salary or allowance of any teacher whose appointment has not been made by virtue thereof.

8. (a.) In the case of the opening of a new school, or of the opening afresh of a school that has been closed for more than six months immediately preceding, the amount of the salary payable to the teachers of the school from the date of opening thereof shall be paid after the first calendar month in which the school has been open continuously on and after the first Monday of the month.

(b.) Until the end of the first quarter during the whole of which the school has been open as aforesaid the staff and the salaries of such school shall for any period be the same as for a school graded under clause 7 hereof as having an attendance equal to the average daily attendance of the said school from the day of opening until the end of such period, and thereafter as the mean of the average attendance for the several quarters until the 31st December next ensuing.

(c.) The mean of the quarterly average attendances for the year in which the school has been open continuously for not less than one quarter immediately preceding the end of such year shall be deemed to be the yearly average attendance for such year, and on the 1st January next ensuing the school shall be graded according thereto for the purpose of the First Schedule hereto.

9. In the case of the closing of a school, or as soon as under the provisions of these regulations a reduction in the staff of a school is imminent, the Minister may give notice to every teacher whom he deems it necessary to discharge in order to carry out such reduction, and no salary shall be paid to any such teacher for a longer period than three months after the date of such notice.

FIRST SCHEDULE.
Grades of Native Schools and Salaries of Teachers.

Average Attendance.	Grade of School.	Subgrade of Salary.	Salary of Head or Sole Teacher.		Salaries of Assistants.	
			£	£	£	£
9-15	I	...	105	...	...	...
			120	...	...	...
16-20	II	IIA	120	...	...	...
			150	...	...	...
21-25	II	IIB	120	20	...	...
			150	35	...	...
26-35	III	...	150	35	...	...
			180	50	...	...
36-50	IV	IVA	180	60	...	...
			210	90	...	...
51-80	IV	IVB	180	60	20	...
			210	90	35	...
81-120	V	...	210	75	35	20
			240	105	50	35
121-200	VI	...	240	90	35	20
			270	120	50	35

Notes.

(a.) A lodging-allowance of £30 will be made in the case of an assistant who is obliged to live away from home.

(b.) Note to Part II of the First Schedule of the Education Amendment Act, 1908:—

“A deduction of 10 per centum from the salary payable in accordance with the foregoing provisions shall be made in the case of every uncertificated head or sole teacher and in the case of every uncertificated assistant, and a deduction of 5 per centum in the case of every assistant or head or sole teacher who is the holder of a temporary certificate or license to teach; but, if in any such case the said deduction would reduce the salary below £90 per annum, no greater deduction shall be made than is sufficient to reduce the salary to £90.”

(c.) In schools that are not entitled to the services of an assistant, payment for instruction in sewing will be made as follows: A payment of 10s. per annum will be made for each unit of the average attendance of the girls (on the roll of any school having no female teacher) who receive instruction in needlework for not less than two hours a week regularly throughout the school year.

SECOND SCHEDULE.

House Allowances to Head or Sole Teachers.

For schools of Grade	I	...	...	...	£10 per annum.
"	II	...	...	...	£15 "
"	III	...	...	...	£20 "
"	IV	...	...	...	£25 "
"	V	...	...	...	£30 "
"	VI	...	...	...	£35 "

XIV. INSPECTION AND EXAMINATION.

1. Every Native school shall be visited at least once during the year. The annual visit will take place as nearly as possible in the same month in every year, at least ten days' notice being given to the head teacher by the Inspector.

2. Besides the annual visit, visits will be made for the purposes of inspection as opportunity offers, but for these no notice shall be required.

3. For the purposes of instruction the pupils shall be divided into classes according to the standards defined by the syllabus of subjects. Class I shall include all the children doing the work prescribed for Standard I, and may be called S1; Class II shall include all the children doing the work for Standard II, and may be called S2; and so on. The preparatory class shall include all the children below Class I, and may be called Class P. Class P may be divided, the lower class being called P1 and the next P2.

4. The classification of a school shall be made by the head teacher, who shall have full discretion to arrange the pupils in different classes according to their ability and proficiency with respect to the several subjects, and to group two or more classes for instruction in one subject.

As a general rule, pupils shall be classified according to their capacity and attainment in English and arithmetic respectively.

Undue complexity in the classification of pupils is to be regarded as an element of weakness.

5. The head teacher shall draw up for each term or quarter schemes of work for all the classes in his school, and shall hold thereon not fewer than three periodical examinations.

6. The head teacher shall keep in a register provided for the purpose a record of the nature and results of these examinations, which shall show for each class his estimate of the proficiency of each pupil in English and arithmetic, and also a general estimate of the quality of the work done in the other subjects.

7. Immediately before the annual visit, the head teacher shall prepare in duplicate, on the forms provided by the Department, class lists showing—(a) the names and ages of all the pupils on the school roll; (b) the number of half-days on which each pupil has attended since the last annual visit; (c) the number of half-days each pupil has attended the class in which he is placed, where that number is different from the number in (b); (d) the number of marks, according to the scale shown on the class lists, gained by each pupil in (1) reading, (2) writing and spelling, (3) composition, (4) arithmetic, and a note of any special excellence or weakness shown by him in other subjects; (e) the class in which it is proposed to place each pupil in consequence of the results of the annual examination taken in conjunction with those of the other periodical examinations, and with the general character of his work during the year: Provided that, as a rule, an individual examination shall be made by the Inspector of the pupils in Classes S4 to S7 inclusive, but in these classes the Inspector may, at his discretion, accept the results of the head teacher's examination as indicated in the Examination Register as sufficient evidence of the individual status of the pupils concerned.

8. The head teacher shall indicate in the column for remarks the reason for more or less rapid promotion in the case of any pupil, or shall give an explanation in the case of any pupil whose age is much above the average age in that class for that school, and the Inspector may approve or not of the sufficiency of the reason or explanation given.

9. In order to satisfy himself of the general efficiency of the instruction given in the school, the Inspector shall, at his annual visit, devote a portion of his time to an investigation of the character of the teaching, and of the degree to which the intelligence of the pupils has been developed, and to this end he may examine any of the pupils in any of the classes in such subjects as he shall choose.

10. With a view to ascertaining the individual progress of the pupils the Inspector, where he considers it desirable, may hold an examination of any class in the school on the work done during the current year or during the preceding twelve months. As the result of such examination he may, after consideration of any examinations which have been held during the preceding twelve months by the head teacher, modify the classification of the head teacher by directing that any pupil or pupils shall be placed in any class or classes that he may name.

11. The knowledge of the work of any class in English and arithmetic shall be deemed to presuppose a knowledge of the work of any lower class.

12. When a child leaves one school for another the head teacher shall furnish him with a "certificate of transfer," showing—(1) his name and date of birth as given in the School Register of Admission; (2) the class or classes in which he is placed for English and arithmetic; (3) the number of half-day attendances he has made since the beginning of the current year; (4) the number of half-day attendances he has made since the date of his last promotion in English and arithmetic respectively; and (5) the other subjects (including military drill) in which he has been receiving instruction.

13. The "standard of exemption" under section 150 of "The Education Act, 1908," shall be the Fifth Standard, and the certificate referred to in subsection (e) of section 150 of the said Act shall be a certificate of competency in the work of Standard V or a higher standard.

14. The regulations as to certificates of competency and certificates of proficiency as prescribed for public schools shall apply, with the necessary modifications, in the case of Native schools.

15. As soon as possible after his annual visit to any school the Inspector shall present to the Department his annual report on that school. He shall also furnish an inspection report, which may

or may not, at his discretion, be included in the annual report. These reports shall be made on forms provided for the purpose by the Department.

XV. COURSE OF INSTRUCTION IN NATIVE SCHOOLS.

1. The following shall be the subjects of instruction in Native schools:—

- (1.) English.
- (2.) Arithmetic.
- (3.) Handwork.
- (4.) Nature-study.
- (5.) Morals.
- (6.) Singing.
- (7.) Physical Instruction.

2. The syllabus of work required in the several subjects for the various standards shall be as follows:—

PREPARATORY CLASSES.

- (1.) English.
 - (a.) English language: Very simple sentences introducing by conversational lessons the names of common objects seen in the schoolroom, the playground, &c., or in pictures if the objects represented are known to the children.
 - (b.) Reading: Phonic values of letters, word-building; reading from the blackboard and from books of simple sentences suited to the stage.
 - (c.) Writing from script of letters and of easy words and sentences used in the English or reading lesson.
 - (d.) Spelling: Easy words and syllables of regular formation from dictation of words taught in word-building, and other easy words used in the reading lesson.
 - (e.) Recitation of very simple pieces.
- (2.) Arithmetic.

The numbers from 1 to 20, taught from the concrete, and applied afterwards to easy concrete examples.
- (3.) Handwork.
 - (a.) Suitable occupations, accompanied or supplemented by drawing on slates, paper, or wall-board.
 - (b.) A definite course of manual training—*e.g.*, paper-folding, plaiting, modelling in plasticine or clay.
- (4.) Nature-study.

Observation talks (where possible, with Standard I).
- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Instruction. (See clauses 19 and 20.)

STANDARD I.

- (1.) English.
 - (a.) English language: Oral formation of simple sentences of a more advanced type.
 - (b.) Reading from the blackboard and from books suited to the stage. Further practice should be given in making words by combining sounds.
 - (c.) Writing letters and figures from script; transcription of easy sentences and words taught in word-building.
 - (d.) Spelling: Easy words of regular formation from dictation; word-building; also other easy words in common use.
 - (e.) Recitation of very easy rhymes.
- (2.) Arithmetic.

The numbers 1 to 100; oral work; concrete examples, with application to shillings and pence.
- (3.) Handwork.
 - (a.) Suitable occupations accompanied or supplemented by drawing.
 - (b.) A definite course of elementary manual training—*e.g.*, paper folding and mounting, or modelling in plasticine or clay.

- (4.) Nature-study.
Observation talks on common objects.
- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Instruction. (See clauses 19 and 20.)

STANDARD II.

- (1.) English.
 - (a.) English language: Oral and written composition of simple sentences; also easy sentences of a more advanced type, and their combination.
 - (b.) Reading: Two books suited to the stage.
 - (c.) Writing words to dictation, capital letters, transcription.
 - (d.) Spelling: Word-building continued, and dictation of other words in common use from one of the reading-books.
 - (e.) Recitation: Easy pieces of poetry from one of the reading-books.
- (2.) Arithmetic.
The numbers up to 1,000 treated as before; also very easy money sums, excluding farthings; multipliers and divisors not to exceed 12; mental arithmetic suited to this stage; pounds, shillings, and pence; yards, feet, and inches.
- (3.) Handwork.
 - (a.) Drawing from easy natural objects—*e.g.*, such as children observe in their nature-study or make in handwork.
 - (b.) Elementary manual training: A definite course of manual training—*e.g.*, paper-mounting, bricklaying, or modelling in plasticine or clay.
 - (c.) Needlework (for girls only).
- (4.) Nature-study.
Observation of natural objects; easy geographical features or phenomena coming under the notice of the children; simple plans.
- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Instruction. (See clauses 19 and 20.)

STANDARD III.

- (1.) English.
 - (a.) English language: Oral and written composition of compound sentences and easy complex sentences.
 - (b.) Reading: Two books suited to this stage.
 - (c.) Writing: Transcription with punctuation.
 - (d.) Spelling: Word-building and dictation as before.
 - (e.) Recitation of suitable poetry.
- (2.) Arithmetic.
The general analysis of numbers up to 1,000,000; easy money sums; mental arithmetic suited to the stage; tables as before in their application to concrete examples, with tables of long measure and weight.
- (3.) Handwork.
 - (a.) Drawing of natural objects connected with lessons in nature-study or handwork; also easy drawing to scale.
 - (b.) A definite course of elementary manual training, *e.g.*—
 - (i.) Paper-mounting; carton-work; bricklaying; or modelling in plasticine or clay.
 - (ii.) Woodwork.
 - (iii.) Practical agriculture.
 - (iv.) Needlework,
 - (v.) Domestic duties, } For girls only.
- (4.) Nature-study (extended).
Observation of natural objects and natural phenomena continued; geographical features of the neighbourhood; further plans; the provincial district; introduction to the map of New Zealand.

- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Exercises and Laws of Health. (See clauses 19 and 20.)

STANDARD IV.

- (1.) English.
 - (a.) English language: Oral and written composition, including descriptions of simple objects or phenomena, or of simple incidents, or of pictures, or the oral reproduction of easy stories and fables; letter-writing; the analysis and synthesis of easy sentences, distinction between singular and plural, present and past, present and future, taught by examples.
 - (b.) Reading: Two books suited to this stage.
 - (c.) Writing: Transcription of prose and poetry; copying simple invoices.
 - (d.) Spelling and word-building continued, and dictation from one of the reading-books.
 - (e.) Recitation of suitable poetry.
- (2.) Arithmetic.

Long multiplication of money, reduction of money and the common weights and measures, simple practice, and easy bills of accounts; the following tables—money, avoirdupois, long measure (inches, feet, yards, chains, miles), square measure (inches, feet, yards, chains, acres), capacity (pint, quart, gallon, peck, bushel, quarter), time and angular measure (degree only); simplest cases of mensuration; meaning of proper fractions, with denominator not greater than 20, and applied to concrete examples—*e.g.*, $\frac{3}{8}$ of £4 10s.; mental arithmetic and problems suited to this stage.
- (3.) Handwork.
 - (a.) Drawing as for Standard III, but more advanced.
 - (b.) A definite course of elementary manual training, *e.g.*,—
 - (i.) Modelling in carton, cardboard, and plasticine.
 - (ii.) Woodwork.
 - (iii.) Practical agriculture.
 - (iv.) Needlework,
 - (v.) Domestic duties, } For girls only.
- (4.) Nature-study (extended).

Further observation of animal and plant life, and further study of natural processes by observation and experiment; more extended plans and maps; New Zealand topics of geographical interest; life in the South Sea Islands and Australia; introduction to life in other lands.
- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Exercises and Laws of Health. (See clauses 19 and 20.)

STANDARD V.

- (1.) English.
 - (a.) English language: Oral and written composition on suitable topics; letter-writing; analysis, synthesis, and variation in the form of easy sentences; distinctions between the various tenses as taught by their use in sentences; correction of common errors of spoken and written language.
 - (b.) Reading: Two books suited to this stage.
 - (c.) Spelling: Word-building continued; other words from one of the reading books; dictation of suitable passages therefrom.
 - (d.) Writing: Transcription of prose and poetry, and of invoices and other commercial forms.
 - (e.) Recitation.
- (2.) Arithmetic.

Simple proportion (by unitary method); practice, and harder bills of accounts; easy cases of vulgar fractions; meaning of decimals of the first three orders—*e.g.*, '1 as one-tenth, '01 as one-hundredth, '001 as one-thousandth; simple applications to concrete examples; easy sums involving the

expression of money and common weights and measures in decimal forms, and the converse, multipliers and divisors in all cases to be integers; mensuration of walls and floors and other simple rectangular areas as far as possible from actual measurements.

- (3.) Handwork.
 (a.) Elementary geometrical drawing; drawing of common objects continued.
 (b.) A definite course of elementary manual training, *e.g.*,—
 (i.) Extension of work in modelling, &c.
 (ii.) Woodwork.
 (iii.) Practical agriculture.
 (iv.) Needlework,
 (v.) Domestic duties, } For girls only.
- (4.) Nature-study (extended).
 Physical phenomena; animal and plant life—direct observational and experimental work of previous standards continued and extended; comparison of maps and measurements therefrom; further features of industrial and social geography of general interest graphically treated; the British Empire (Standards V and VI).
- (5.) Morals. (See clause 17.)
 (6.) Singing. (See clause 18.)
 (7.) Physical Exercises and Laws of Health. (See clauses 19 and 20.)

STANDARD VI.

- (1.) English.
 (a.) English language: Revision of the work of previous standards, including a reasonable knowledge of the structure of easy sentences; further exercises in the blending and variation of sentences; also exercises in placing words, phrases, and clauses in their proper order; oral and written composition, including the reproduction of poetry and other literary pieces, and simple business letters.
 (b.) Reading: Two books suited to this stage.
 (c.) Writing business letters and forms with bold headlines.
 (d.) Spelling: Word-building continued; scientific and technical words in common use, and other words in one of the reading books; dictation from a daily newspaper or any similar matter.
- (2.) Arithmetic.
 Vulgar and decimal fractions (excluding recurring decimals); percentages—*e.g.*, simple and compound interest; profit and loss; commission and commercial discount; compound proportion; easy cases of partnership; troy weight; square root; simple cases of mensuration of plane surfaces and of solids bounded by planes; kilometer, meter, decimeter, centimeter, millimeter, kilogram, gram; mental arithmetic.
- (3.) Handwork.
 (a.) Drawing as for Standard V, but more advanced; in addition, drawing of easy models.
 (b.) A definite course of elementary manual training, *e.g.*,—
 (i.) Extension of previous work in modelling, &c.
 (ii.) Woodwork.
 (iii.) Practical agriculture.
 (iv.) Needlework,
 (v.) Domestic duties, } For girls only.
- (4.) Nature-study (extended). (See under Standard V.)
 (5.) Morals. (See clause 17.)
 (6.) Singing. (See clause 18.)
 (7.) Physical Exercises and Laws of Health. (See clauses 19 and 20.)

STANDARD VII.

- (1.) English.
 More advanced work than in Standard VI.
- (2.) Arithmetic.
 Arithmetic and mensuration, more advanced than for Standard VI; meaning of a simple balance-sheet and of a cash account.

- (3.) Handwork.
Extension of work of previous standards.
- (4.) Nature-study (extended).
A further study of the work laid down for Standards V and VI, with special reference to the British Empire.
- (5.) Morals. (See clause 17.)
- (6.) Singing. (See clause 18.)
- (7.) Physical Exercises and Laws of Health. (See clauses 19 and 20.)

GENERAL REMARKS.

3. It is important that the programme of instruction in any school shall be drawn up with due regard to the principle of co-ordination, so that the various portions of the work shall be regarded not so much as separate subjects, but as parts of a whole linked together firmly by immediate reference to the facts and needs of the children's daily life.

Accordingly, the requirements of the syllabus are not to be interpreted too rigidly, but for the several classes in various kinds of schools are to be adapted to the children in those classes, to the circumstances of the district, to the staff of the school, &c.

It is expected that teachers shall so arrange the scheme of instruction in their schools that pupils shall in the course of their school career be afforded a certain amount of training in the subjects enumerated. For all the boys in every school some definite form of manual occupation must be provided, and for the girls the instruction must include regular training in needlework or domestic duties, and in the case of older children in both.

In schools where an unassisted teacher is employed the necessary time for making the instruction in the various subjects efficient is to be obtained partly by such an extension of the principle of grouping as the subjects attempted will permit, and partly by the adoption of such abbreviated programmes of work as, subject to the approval of an Inspector, may be devised to secure, without elaboration of detail, substantial benefit to the pupils under instruction.

In English subjects and arithmetic, while any reasonable grouping adopted for purposes of instruction is to be encouraged, the programme professed and the standard of attainment are not to be regarded as subject to variation to suit any particular school or class of school, nor is the time devoted to needlework and domestic duties in the case of girls, or, in the case of boys, to any forms of manual occupations, to be materially curtailed. Other subjects of the school course may, however, be regarded as more elastic in character.

Generally speaking, it will be expected that all schools of Grade 6 and upwards will present a full scheme, embracing not only all the subjects of the programme, but so adjusted in each subject in point of range and grading as to meet all reasonable requirements. In schools of intermediate grades (Grades 2, 3, 4, 5) where the assistance provided is that of a part-time or full-time assistant, abbreviated programmes in not more than three subjects may, according to circumstances, be submitted. In schools below Grade 2 abbreviated programmes in any subjects in which a variation is permissible will be accepted.

SUBJECTS OF SYLLABUS IN DETAIL, WITH REMARKS FOR GUIDANCE OF TEACHERS.

ENGLISH.

4. The object of the instruction should be to teach the Maori children to use English correctly, first in speech and afterwards in writing also.

As the difficulty of the language is overcome, the work of the teacher in every branch of school work becomes less difficult, and teachers are therefore instructed to get on speaking terms in English with their pupils as soon as possible, and to spare no effort to lay a thorough foundation in this subject in the lowest classes.

The speaking of the child must at first be by pure imitation—more or less parrot-like—the echo of what the teacher says, and the language used by the teacher should, on this account, be as correct as possible, as the force of his own example is the chief instrument wherewith he has to work.

A series of conversational lessons on objects is the best method of teaching English orally. Thus the teacher may begin by showing the child an object—*e.g.*, a hat, and causing the child to repeat after him the words "It is a hat." When the child has acquired in this way the names of common objects thus presented to him, he may be taught in a similar manner words marking distinction—*e.g.*, "It is *my* hat." Later on the idea of place may be illustrated and such sentences as "My hat is *on the peg*" may be formed.

When this stage has been reached, the children will be able to converse with the teacher and with their classmates in asking and answering such questions as "What is this?" "Whose is it?" "Where is it?" "What can you see?" &c.

This will form a sufficient programme in English for the Preparatory Class, and an extension of this work to embrace the common plural forms together with simple words denoting action will suffice for Standard I.

The variety of objects presented and the number of statements made about the various objects will go far to relieve the monotony of this part of the work, and further assistance in this direction will be rendered by the use of pictures containing representations of familiar objects.

(Teachers will note that, in the teaching of English by conversations on common objects actually presented to the children, the requirements of the lower classes in nature-study—observation talks on common objects—will be satisfied. This is, of course, not so in the lessons in which pictures are used instead of objects.)

In every instance, teachers must insist upon answers expressed in complete sentences; questions which admit of "Yes" or "No" as a correct answer should be avoided, and the end of the sentence should be marked by the falling cadence of the voice.

Teachers are strongly advised to use the blackboard in teaching English, and the children, as they advance in reading, should be made to read from the board the sentences they have acquired in the English lesson.

In Standard II, further progress should be made by combining sentences of the type formed in Standard I—*e.g.*, "My hat is on the slate and my book is on the desk"; "I see the hat on the slate and the book on the desk." Words denoting kind or quality should also be introduced, and more words denoting actions performed by the children—*e.g.*, "He holds a red book in his hand." Practice may also be given in completing sentences given in incomplete form—*e.g.*, "The boy —" (ran home). The sentences should be afterwards written on the blackboard, and should be read by the children. Then they may be transcribed, and, in suitable cases, learned by heart.

In the later stages in this standard some written composition consisting of simple sentences already taught in the oral composition may be taken, and the subject-matter of the reading lessons will also be found of material use in this way. Oral instruction is, however, in every case during the first two or three years to precede written work.

In Standard III, more difficult changes in the form of words should be introduced. The comparison of such adjectives as are already known to the children should be taught, the objects spoken of being still presented to their view. The simplest cases of changes in words to indicate time should now be taught, the past by conversations on actions that took place and formed the subject of an oral lesson on the previous day or during the previous week, and the future by what will take place to-morrow or next week.

Analysis of easy sentences into subject and predicate taught by the answering of such questions as "Who shot the pig?" "The man" (subject). "What did the man do?" *Answer*: (He) "shot the pig" (predicate). Also the joining together of easy simple sentences to form easy compound and complex sentences—*e.g.*, "The man saw the pig"; "The man shot the pig with his gun"; "The man saw the pig and shot it with his gun"; "The man shot the pig that was in his garden."

During the progress of the lesson, the teacher should write the sentences on the blackboard. These should afterwards be read and written by the children. The pupils should now be able to write several consecutive sentences on subjects that have been dealt with in oral composition exercises, using such connectives as *who*, *which*, *when*, *and*, *but*, *because*, *while*, &c.

Teachers will bear in mind, however, that in all cases the free use of oral practice must still precede written work, for too much

emphasis on written work in the early stages is a hindrance and not a help to the acquisition of the language.

In Standard IV, the work of synthesis and analysis should be extended to include easy complex sentences, thus: "The man saw the pig in his garden"; "He shot it with a gun," may be combined to form "When the man saw the pig in his garden, he shot it with a gun"; "The man shot the pig with his gun because he found it in his garden," &c.; and, conversely, a complex sentence of the type given may be resolved into its simple elements. Further distinctions between singular and plural, past and present, present and future, should be taught by examples and the variation of easy sentences. Oral descriptions in consecutive sentences of simple objects or incidents, or of pictures, or the oral reproduction of easy stories, should also be given. Written composition including the writing of letters will also be expected. There is no need, of course, to teach the various grammatical terms.

(In teaching composition in this and higher classes, by means, for example, of a short story, the teacher should proceed by well-defined stages. He should first *prepare the way* by reading or preferably by telling a suitable story, the purport of which should be well within the comprehension of the children, and the words already within their vocabulary, only a few new words being introduced. Next, he should ask questions following the order of the story, individual children being called upon to answer in complete sentences, and the best answer being written on the blackboard. The blackboard may then be turned, and individual children asked to repeat part of the story in their own words. The written story may now again be shown to the class, attention being drawn to punctuation marks, capitals, &c. Then the story should be transcribed from the board. At the next composition lesson, the children should be required to reproduce the whole story, first orally and then in writing.)

Standard V: Oral work should be continued, the work of the lower standards being revised and extended to include further exercises in analysis and synthesis, and in the variation in form of easy sentences. The functions of various phrases and clauses in easy direct sentences should be taught as far as they can be distinguished by answering such questions as *When? What kind of? Which? What? E.g.,* After the man had scraped his gum, he took it to the store: "When did the man take the gum to the store?" I like to see boys whose faces are clean: "What kind of boys do I like to see?" John saw the man that shot the pig: "What man did John see?" &c.

Further practice is also to be given in the various tenses, including the perfect forms as shown by their use in various sentences.

Standard VI: Revision of the work of previous standards. Further exercises in the blending of sentences and clauses, and in the conversion of phrases, clauses, and sentences into equivalent constructions; also in the proper order of words, phrases, and clauses, especially as regards the position of limiting words, phrases, and clauses, and of very easy concessive clauses. Correction of errors; oral and written composition on suitable topics; simple business letters.

In Standard VII, the work in English should show some advance on that of Standard VI, and should include some training in elementary commercial correspondence.

READING.

5. Except in the preparatory classes, two reading books will be used in each class through the year. The preparatory classes will be expected to read sentences printed or written on the blackboard, and, in the more advanced classes, to read a primer such as the *Adelaide* or *Royal Crown Primer* or an *Infant Reader*.

The most careful attention must be paid to the teaching of reading in the preparatory classes, the method recommended in the early stages being a combination of the Phonic and Look-and-Say methods, the Phonic predominating. The children should not learn the alphabet first, nor is it necessary to follow the usual order of the alphabet. The sounds of the letters must be taught in so thorough a manner that the child on seeing a letter immediately associates with it the sound, and on hearing the sound immediately associates it with the letter.

Words, syllables, and letters can be written to the teacher's dictation at stages suitable to the children's progress. Loose letters on

bits of cardboard will be found useful in the early stages of word-building.

Great care must be exercised by the teacher to see that the pupils obtain the correct sounds and the correct means of producing them. It is necessary that the children watch carefully the lips, teeth, and tongue of the teacher when he produces the sound of a letter. Inability on the part of a child to give the proper sound is mostly due to the incorrect position and use of some part of the vocal apparatus, and it is the duty of the teacher to see that the child uses its vocal organs correctly. Short words of regular notation pronounced by the teacher and imitated by the pupils will provide exercise for training the vocal organs.

Teachers are recommended to teach the first lessons in reading from the blackboard, and recourse should not be had to the book until the lesson has been thoroughly mastered by the children. It is also very desirable that the child should, as far as possible, understand the meaning of the words that he reads.

The teacher should in all classes endeavour to secure expressive reading, and this can be done satisfactorily only when the children fully grasp the meaning of what they read. Even in the very earliest stages, as soon as the children are able to read single words, they must be trained to attach a distinct idea to them.

After reading a lesson, the pupils should be required to reproduce the substance of it in their own words, the teacher assisting with questions when necessary, and taking care that the answers are given in complete sentences.

Simultaneous reading should be used very sparingly; many advantages may, however, be obtained from *silent* reading, and if time can be found—for instance, during lessons in needlework—from the reading aloud of interesting stories. Teachers must bear in mind that their object is to teach children to read—not to read a particular book—and they should therefore endeavour to give as much practice in reading as possible.

WRITING.

6. Writing should be taught by means of blackboard examples, copybooks, and by transcription. The blackboard should be freely used in class teaching, not only for setting copies but for exemplifying and correcting mistakes. It follows that blackboard copies should be written with the greatest care. Teachers should pay attention to the correct position of the body, the proper holding of the pen or pencil, and to the exact imitation of the copies by the pupils. Blacklead pencils should at first be used in place of pens, giving place to the latter in the lower standard classes.

Good writing will, however, not be secured merely by formal copybook instruction. Children become good writers only by writing carefully at all times, and every lesson in which the child uses the pen or pencil should contribute to form good handwriting. The copybook will therefore not be regarded as affording the only, or even the best, test of handwriting. The judgment of the writing in a school will be based largely on the dictation and composition exercises, and not on the copybook work alone.

SPELLING.

7. Spelling is learned largely through the eye, and will therefore be materially aided by careful attention to the reading, by transcription, and by dictation; words of exceptional difficulty may be learned by heart. Practice in spelling, it may be added, should be given by written work alone, and not by oral work.

Lessons in word-building should be given from the earliest classes upwards, and should be so arranged from the first as to enable the children to master at one time groups of words of similar formation.

Transcription affords a natural means of teaching spelling. Care should be taken to see that the children understand the subject-matter, and that all errors are carefully corrected and the corrections learned. The best time for transcription is after the reading lesson: it will then serve as a preparation for dictation.

The object of the teacher being to *prevent* the child from spelling wrongly, dictation lessons should be prepared beforehand—*e.g.*, the children may be told that their dictation on the next day will be from a given page of the *School Journal*. The amount dictated should vary with the power of the children to retain phrases in their mind, and the words should be dictated once only. It must be borne

in mind that dictation is a test of spelling, but not a method of teaching spelling. Teachers are often too anxious to test by dictation before they have prepared by spelling or transcription.

RECITATION.

8. Recitation is a great aid to reading, and teachers are enjoined to select suitable pieces, with due regard both to the literary merit of the poems and to the ability of the children to understand their general drift. One advantage to Maori children from this source will be the acquisition of new words, and in the higher classes the children may be trained to reproduce in their own words the substance of poetry previously committed to memory, thus linking the recitation to the composition lessons.

ARITHMETIC.

9. In the earlier stages all numbers are to be learnt and all processes explained by the actual observation and handling of suitable objects; in all stages it is imperative that every process is to be thoroughly understood by the pupils. Success in teaching arithmetic depends upon the attention given to the oral work at every stage, but most especially in the earliest stages, and recurrence should be had to concrete examples again and again in various forms until the relationship of the numbers is grasped.

The addition, subtraction, multiplication, and division tables are to be thoroughly learned after this fashion. Children must not be set to learn tables by mere repetition from blackboard or table-book. They must verify the facts for themselves. The tables should be "built up" by means of sticks, counters, &c., and the skill of the teacher in this respect will show itself in securing a wide variety in the exercises employed.

Preparatory Classes.

Junior Division: The numbers from 1 to 12. The composition of each number is to be taught from actual objects. The children should perform mentally and orally all kinds of operations with these numbers and apply the power thus acquired to concrete examples and to various easy problems. In this way addition, subtraction, multiplication, and division are to be taught practically without distinction of method, no number higher than 12 being employed in the questions.

Senior Division: The numbers from 1 to 20 treated in a similar manner. Children in this class are to be made familiar with such coins as the shilling, sixpence, threepence, penny, halfpenny, and learn the names of the days of the week in order.

Standard I.

The numbers from 1 to 100. The division of the hundred into tens, as well as the composition of every number up to 100. Thus 28 would be known (1) as 2 tens and 8 ones or units; (2) as $27 + 1$, $26 + 2$, &c.; (3) as $14 + 14$, *i.e.*, $7 + 7 + 7 + 7$; (4) as 4 sevens, 7 fours, &c. Again, it should be known that $\frac{1}{2}$ of $28 = 14$, $\frac{1}{4}$ of $28 = 7$, &c.; also that $28 + 72 = 100$, thus, $28 + 2 = 30$, $30 + 70 = 100$. That is to say, the instruction should secure the power of working orally addition, subtraction, multiplication, and division of the numbers 1 to 100.

The meaning of $\frac{1}{2}$ and $\frac{1}{4}$ should be taught by concrete examples. The exercises should include oral examples in shillings and pence.

Standard II.

The numbers up to 1,000. The composition of every number up to 1,000 should be known, *e.g.*, 100 would be known as 10 tens, 200 as 2 hundreds or 20 tens, &c.; 340 as 3 hundreds and 4 tens, or as 34 tens, or as ten times 34, &c.; 672 as 6 hundreds, 7 tens, and 2 ones or units, or as 67 tens and 2 units. The composition of these numbers should be taught from the concrete by the use of cubes, bundles of sticks, bags of shot, &c., or by means of diagrams. The four simple rules, multipliers and divisors being confined to the numbers 1 to 12, and 20. The pupils should understand the meaning of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, and $\frac{1}{8}$, applied to easy concrete examples. Reduction of pence to shillings and pence, or of shillings and pence to pence; also of shillings to pounds and shillings, or of pounds and shillings to shillings, but not reduction of pounds, shillings, and

pence to pence, or *vice versa*. A beginning will be made with the compound rules by teaching addition and subtraction of money in easy sums, excluding farthings, together with very easy oral examples involving multiplication and division of money. The multiplication and division tables as far as 12 times 12 to be known, money tables, and also, in long measure, yards, feet, and inches, which should be taught from actual measurements made by the children.

Standard III.

The numbers up to 1,000,000. The composition of these numbers should be known in a general way, *e.g.*, 10,000 would be known as 10 thousands, or as 100 hundreds, or as 1,000 tens; 20,000 as 20 thousands, &c., and so on up to 1,000,000, which would be known as 1,000 thousands. Simple and compound rules (money), multipliers and divisors not to exceed 99; multipliers, if over 12, to be reducible to factors not over 12; sums of money in the questions and answers not to exceed £1,000. Work of Standard II applied to higher numbers. In teaching simple multiplication by multipliers higher than 12, the first exercises should involve multiplication by 20, 30, ...90, and the difference should be explained (in a concrete manner at first) between the results thus obtained and those obtained by multiplying by 2, 3, ...9. Next should be taught multiplication by numbers 13...99, *e.g.*, by 86, *i.e.*, 80 times + 6 times.

The first exercises in long division should be as simple as possible, *e.g.*, $26 \div 13$, $2,600 \div 13$, and so on.

Simple multiplication by factors should precede compound multiplication by factors. Revision of tables of former standards; and, in long measure, the chain and mile; also, in measures of weight, the ounce, pound, quarter, hundredweight, and ton.

Standard IV.

Long multiplication of money; reduction of money and of the weights and measures named below; simple practice, and the making out of easy bills of accounts and receipts such as occur in ordinary retail transactions. Tables of money, avoirdupois weight, long measure (inches, feet, yards, chains, miles), square measure (inches, feet, yards, chains, acres), capacity (pint, quart, gallon, peck, bushel, quarter), time, angular measure (degree only). Mensuration—to find the area of a square and of a rectangle with given sides expressed in one denomination only (as in inches, feet, or yards, but not in feet and inches, &c.): this should be demonstrated by making each child draw and cut out a square and a rectangle with a given integral number of inches in each side, and then fold or rule the paper so as to show the number of square inches. The principle may be extended to square feet on the floor of the classroom, and to square yards in the playground. The meaning of proper fractions, with denominator not greater than 20, is to be known and applied to concrete examples in a simple manner, *e.g.*, $\frac{2}{3}$ of £4 10s., $\frac{1}{3}$ to be found first, and $\frac{2}{3}$ to be shown to be 3 times the result.

Mental arithmetic and problems to be adapted to this stage of progress.

Standard V.

Simple proportion by the unitary method, the steps of which may be curtailed when the children become accustomed to the thought involved in the process. Practice and harder bills of accounts; the easier cases of vulgar fractions (excluding complex fractions). The meaning of .1, .2, &c., is to be known as $\frac{1}{10}$, $\frac{2}{10}$, &c.; that of .01, .02, &c., as $\frac{1}{100}$, $\frac{2}{100}$, &c.; of .11, .12..., .49..., .95..., .99, to be known as $\frac{11}{100}$ and $\frac{1}{100}$, or $\frac{11}{100}$, &c.; that of .001, .002, &c., as $\frac{1}{1000}$, $\frac{2}{1000}$, &c., and applied to concrete examples in a simple manner, *e.g.*, the value of .1, .15, .2, 25..., .999 of a pound sterling or of a ton should be understood. The pupils should be able to express money and common weights and measures in decimal form to three or four places of decimals, and to work very easy sums thereby, multipliers and divisors in all cases being integers. Mensuration of walls and floors and other simple rectangular areas as far as possible from actual measurement. The relative values of the cubic foot and cubic inch, and of the cubic yard and cubic foot: these should be actually demonstrated by models made of cardboard or paper. Relative values of kilometer, meter, decimeter, centimeter, and the equivalent in yards and inches; relative value of kilogram

and gram, and approximate equivalents in pounds and grains respectively.

Standard VI.

Vulgar and decimal fractions (excluding sums in recurring decimals); percentages applied to simple examples, including easy direct cases of interest (simple and compound); profit and loss; commission and commercial discount; compound proportion; easy partnerships; troy weight; the following terms of the metric weights and measures, concretely illustrated and applied to very simple examples—(a) kilometer, meter, decimeter, centimeter, millimeter, (b) kilogram, gram, (c) liter (cubic decimeter); square root; easy mensuration of plane surfaces and of solids bounded by planes; suitable mental arithmetic; shorter methods of working sums in lower classes generally.

Standard VII.

(a.) Other (indirect) cases of interest, and profit and loss, and generally harder cases of sums required in Standards V or VI; simple direct cases of stocks; exchange; cube root of numbers reducible to prime factors not greater than 11; easy cases of present worth; practice in shorter methods generally. Mensuration of the prism, the cylinder, sphere, pyramid, cone—simple cases to be demonstrated experimentally, and as far as possible by the pupils individually.

(b.) Making out a simple balance-sheet, an easy cash account, a statement of receipts and expenditure, a personal account as in retail trade; the meaning of a simple balance-sheet, and of ordinary commercial terms, such as "assets," "liabilities," "solvent," "insolvent," "creditor," "debtor," "profit" and "loss," "debit" or "credit" balance; working of sums arising therefrom.

HANDWORK.

Elementary Manual Training.

10. It is not advisable to prescribe any special course in elementary manual training, since what is suitable in the case of one school and one teacher may be quite inapplicable in others. The lower classes should receive some instruction in what may be described best as kindergarten work, *e.g.*, folding and cutting paper, forming ornamental designs in paper, and making models of objects in plasticine or cardboard. Full liberty will be allowed to teachers in their choice of subjects: the Inspector will, however, 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 as part of the general curriculum of the school.

It must be borne in mind that quality of work and not quantity is to be aimed at; that the object of the instruction is not to turn out a large number of specimens for inspection, but to train the children to habits of careful observation and exactitude, combined with cleanliness and neatness.

(i.) *Drawing.*

11. The following shall be the course of drawing for the various standards:—

Class P. and Standard I.—Drawing with and without rulers of rectilinear figures, straight lines, angles, and of actual objects whose outlines consist of straight lines, *e.g.*, a book, a slate, &c. (The objects to be selected are such as have no appreciable thickness.) The drawing in this standard may accompany any branch of handwork that may be taken.

Standard II.—As for Standard I, but more advanced. Drawing from actual objects, but simple curves introduced, *e.g.*, a key, a leaf.

Standard III.—More advanced work, with simple curvilinear forms; elementary exercises in scale drawing. The work in this class may also be taken in connection with one of the branches of handwork.

Standard IV.—Drawing with the aid of instruments; drawing to scale and freehand, including drawing from actual objects, and in connection with any of the branches of handwork.

Standards V and VI.—As for Standard IV, but more advanced. Elementary geometrical drawing, and, in addition, some drawing from simple models.

(ii.) *Woodwork.*

12. Wherever it may seem expedient to do so, the Department will take steps to establish workshops for the purpose of giving instruction in woodwork. As a general rule, however, the Maoris residing in the district will be expected to give assistance in providing material and in the erection of the building.

Where workshops are provided instruction must be given for not less than 120 hours in each school year, not less than three hours being devoted to woodwork in any one week. Of this time one hour may be taken during ordinary school hours—*e.g.*, during the time devoted to the instruction of the girls in sewing—the other two hours being given outside ordinary school hours.

The course of work may be arranged by the teacher on the lines suggested in the handbook on woodwork issued by the Department. After the preliminary exercises have been taught boys should be encouraged to apply the knowledge and skill acquired to the construction of such articles as may prove useful to them in their homes, *e.g.*, brackets, shelves, boxes, stools, bedsteads, doors, gates, tables, &c. These articles may be disposed of at actual cost price to the Maoris of the place. The moneys thus obtained are to be recorded in a book provided for the purpose, and, if not expended in purchasing material, are to be paid into the Public Account.

Timber used for exercises need not be entered separately, and small articles for which the material used does not exceed the cost of 1s. need not be charged for when given to a pupil; but in both cases the total amount of timber should be entered quarterly under the heading "Exercises, &c."

Teachers are required to keep a register of all attendances at woodwork classes, and to furnish at the end of each quarter on the form supplied for the purpose a return of the attendances made by each pupil.

An account-book must also be kept, in which are to be shown (a) the quantity of timber ordered for use in the workshop; (b) the quantities drawn from this; (c) the articles made, their value, and how disposed of. This book is to be kept in the workshop, and must be submitted to the Inspector at the time of any visit to the school. The Department will regard the teacher as responsible for the proper care of the tools supplied, and an annual return showing the tools in stock and their condition must be forwarded to the Department.

Payment for instruction in woodwork will be made quarterly at the rate of £10 per annum, and in each year the Department will allow a sum up to £5 towards the purchase of timber. This, of course, may be supplemented by the money obtained by the disposal of articles made in the shop. Teachers may regard this provision as standing authority. They are required to send in to the Department claims on these accounts at the end of every quarter.

(iii.) *Elementary Practical Agriculture.*

13. Wherever a suitable opportunity occurs, a school garden should be formed. Except in a few cases, this should be done within the school glebe, a part of which may be set apart for the purpose, the area of the piece varying with the number of children to whom instruction is to be given. As the lessons are intended to be given on not more than two afternoons a week, the plots should not be too large. It will probably be found that a piece of land 20 ft. long by 10 ft. broad will be quite sufficient for two pupils to manage. Teachers should select the most suitable site, having due regard to aspect, shelter, and quality of the soil. The plots should be arranged so that the width extends north and south, in order to facilitate the cropping, and the vegetables should be planted in rows running across the plots from north to south, in order to get the best chance of thriving. Even where the soil is poor, the teacher can show how much may be done by careful cultivation. There should also be a plot left for flowers, and one for demonstration purposes and seed-beds.

The plots should be marked off by pegs firmly driven into the ground at the corners; each plot should be numbered, the numbers being written on the pegs. The tools should then be marked with corresponding numbers. Children should be encouraged to vie with each other in keeping their plots in good order. It is very important also that they should be encouraged to take proper care of their tools, keeping them clean and bright, and putting them away carefully after use.

Records should be kept by the children in charge of each plot, giving the operations of each day's work, dates of planting seeds, the names of varieties, &c. Observations of the weather, temperature, rainfall, &c., should also be carefully taken and recorded.

The produce of the plot may be disposed of at nominal charges to the pupils or their parents. The money thus received should be credited to the pupils in charge of the particular plot, and devoted to the purchase of new seeds or prizes for the best results. Where this cannot be done, the various vegetables may be distributed free to the parents. The initial work of subdividing the ground, preparing it, and cultivating some of the common garden crops will probably be sufficient for the first year.

The work in the garden should comprise,—

- (1.) Preparation of the land; digging and trenching; thoroughly working the soil; the proper use of tools.
- (2.) Drawing drills for reception of seeds; preparing seed-beds; methods of sowing seeds of various descriptions; depth at which to bury them; distances apart for the rows.
- (3.) Raising and transplanting seedlings; importance of thinning early.
- (4.) Experiments with various manures—*e.g.*, dung, bonedust, superphosphate, blood manure, sulphate of potash, sulphate of ammonia.
- (5.) Rotation and succession of crops.
- (6.) Watering, feeding, cultivation, and management of crops—*e.g.*, peas, beans, turnips, carrots, parsnips, potatoes, kumaras, cabbages, onions, vegetable marrows, pumpkins, tomatoes.
- (7.) Prevention of diseases—spraying potatoes.
- (8.) Insect pests and their destruction.
- (9.) Importance of keeping land free from weeds.
- (10.) Gathering and storing crops.
- (11.) Cultivation of flowering plants.

Where circumstances make the instruction convenient, the care of fruit trees and their methods of propagation may also be included.

Lessons in the first principles of agriculture must be given during the year. In all cases experiments and observation should precede the explanation, so that the pupils may have the opportunity of drawing their own conclusions.

Drawing will be found useful in all stages of the work—systematic exercises under this heading are accordingly recommended in connection with the instruction in practical agriculture, and will be accepted as part of the usual requirements in drawing.

Teachers will find a number of experiments suggested in the extract from the Regulations for the Inspection and Examination of Public Schools contained in the Department's Special Report on Educational Subjects No. 6, "Rural Science and Nature-study," a copy of which is being supplied to all Native schools.

The following are the tools which are usually required for the pupils in charge of a plot: One Dutch hoe, one draw hoe, one fork, one spade, one rake.

In view of the desirability of minimising expense as far as possible, teachers are requested to apply only for such tools as they find to be absolutely necessary. Other necessaries such as lines, kits for carrying away weeds, &c., will most likely be procurable without difficulty, while for watering and other purposes kerosene tins will no doubt be available.

(iv.) *Needlework (for Girls).*

14. The following are the requirements in sewing:—

Class P. and Standard I.—Threading needles, and hemming as for a handkerchief.

Standard II.—Work of Standard I, and seaming, felling, over-sewing, as illustrated in some small article, *e.g.*, pillow-slip.

Standard III.—The work of previous classes, and stitching and sewing on strings and buttons—a small article.

Standard IV.—Work of previous classes, and setting in gathers, button-hole stitch, sewing on hooks and eyes—a small article.

Standards V and VI.—The instruction in all the higher classes shall be directed towards giving the girls some practical tuition in the cutting-out and making of ordinary garments such as are useful

to Maoris, as, for example, clothing of the kind usually worn by young Maori children, as well as those that are worn by the girls themselves. Information is given elsewhere as to the materials supplied by the Department for sewing purposes.

Materials and stitches should not be so fine as to strain the children's eyesight. Children of weak eyesight should not be given any exercise that will be injurious to their eyes, and in serious cases they should not be expected to do sewing at all.

In cutting out it is not necessary to devote time to making elaborate patterns. What is required is a method which imparts correct proportion, and which tends therefore to be practical.

Fancy-work of various kinds is not required. Darning and patching should be included in the work of the higher standards.

(v.) *Domestic Duties.*

15. Wherever it may appear to the Department expedient, arrangements will be made for the instruction of the elder girls in domestic duties—viz., plain cookery, laundry work. Teachers who may be prepared to give instruction in these subjects will be allowed full liberty, subject only to the approval of the Inspector as to the course. Teachers must, however, bear in mind that the object in view is the practical instruction of Maori girls, and the dishes taught are to be suited to the wants of the Maori people in the neighbourhood. Hence it is desirable that practice in cooking by means of the camp oven should be given occasionally. It is important that thorough instruction be given in cleanliness, order, and economy. The Department will be prepared to assist in the direction of supplying material and utensils. A list of the dishes prepared in class must be submitted to the Inspector at his visit, and instruction must be given in the first principles of the subject.

Subject to the approval of the Department, instruction may also be given in washing, starching, and ironing; and in this case also the Department will assist in supplying materials. Teachers must bring before the Inspector proposals for the establishment of classes in these subjects, and each case will be considered individually.

NATURE-STUDY.

16. The primary purpose of nature-study is to train children in the careful observation of surrounding objects and common phenomena, and to set them to ask themselves questions such as "What does this mean, and how does it act, and why?" With this view nothing can, strictly speaking, be considered as nature-study unless it includes an actual study of things themselves by the individual children; models, pictures, and books may be valuable aids, but are not substitutes for it. All that is here included in the programme under the heading of nature-study cannot be so treated, yet even where, from the character of the topic, the appeal is necessarily and essentially to the imagination of the children, this dominating principle is still to be kept in mind. Wherever it is possible, direct observation is to furnish the method of approach; the realm of the unknown is to be entered from the domain of the known.

In the earlier stages the lessons in nature-study are not distinguishable from lessons in geography; in method and substance the subjects are identical. Later, when the mental horizon is widened, and direct observation is no longer available, the lines diverge; but animal and plant life within the range of the children's experience and the direct study of physical processes and natural phenomena remain throughout so far matters of first importance that it has not been deemed necessary to introduce any distinction of title to mark the introduction of new features of method and new objects of attention as the children advance.

In the smaller schools it may not be found possible for the teacher to include under his time-table a definite course of instruction in all the matters that are essentially appropriate as vehicles for nature-study. A regular series of set lessons, for instance, on specific objects of natural history may be more than the time at the teacher's disposal will permit; yet, even where definite lessons are not given, the idea and spirit of the study may be carried out in other ways. Much may, and in all cases should, be done

incidentally as occasion arises, and various subjects of the syllabus should lend their aid. Some of the best subjects for composition exercises may be led up to by questions based on the children's own observation in their ordinary life, or in their rambles about the district; the information given in many of the reading lessons may be tested, confirmed, supplemented, and reinforced by nature-study; drawing and modelling may provide the means of similar training, and thereby gain an added interest. Even the handwork will give material aid, while in the case of elementary practical agriculture the habits of careful observation, which are the chief aim and object of nature-study, supply the only sound foundation. Whatever be included, therefore, in any definite course of lessons under the designation of nature-study, it will be well for the teacher, when drawing up programmes of work in the several subjects of the syllabus, to have in mind some general scheme for the cultivation of observing habits and the awakening of special interest in the natural objects of the children's surroundings, and the various parts of the instruction should be so arranged as to pursue this scheme consistently and continuously throughout the whole school course.

The lessons given in the lower classes should be marked by two main characteristics. In the first place, they should be really lessons on *objects*, or on natural phenomena—that is, they should treat of things that each child in the class can see with his own eyes and can handle with his own hands; secondly, they should not be disconnected, but should form a course of lessons co-ordinated with one another, and, as far as possible, with the other subjects of instruction.

Throughout the classes a similar cardinal principle of direct observation, where direct observation is applicable, must prove the teacher's guide, and the more systematic the scheme and the closer the connection maintained between the various parts of the instruction in furtherance of the pursuit of nature-study the nearer will the approach made by the teacher be to the objects in view.

In addition to, and in close association with, features more commonly grouped under the title of geography, the following may be regarded as especially suitable subjects of observation:—

- (1.) Animal and plant life within the immediate purview of the children; pets and domestic animals, wild animals and game, insects, reptiles, fish, common wild flowers, chief trees, &c.
- (2.) Minerals in the immediate neighbourhood, stones, pebbles, rocks, &c.
- (3.) Weather study (in higher standards); daily observations of the weather, temperature, winds, clouds, time of sunrise and sunset, rainfall, &c.
- (4.) Generally the features of the immediate neighbourhood in increasing detail.

Within the limits of observation and experiment, and the inferences therefrom, nature-study, as the direct study of realities, finds, as already stated, its proper sphere, and in every scheme the study of natural objects and natural phenomena must occupy the foremost place. But outside the limits so determined exists a wide field of kindred and profitable interest to which it is desirable that attention should be directed as soon as the minds of the pupils are prepared to appreciate the relation of their own immediate environment to the wider environment of the country in which they live and of the surrounding world. Interesting topics of New Zealand life and industry, scenic beauties, centres of population and means of communication, the special physical features and common natural products of different localities, the nature of the trade with the outer world, and some very general introduction to the peoples and conditions of life in the outer world itself are matters of education with which it is essential that some acquaintance should be secured. These are also topics of nature-study, but in a different sense, and with characteristic differences in the methods employed. In this connection direct observation is no longer, to more than a very limited extent, applicable, and recourse must be had instead to the various adventitious aids of the teacher's resources.

Conversational lessons, maps, pictures, diagrams, newspaper extracts, and illustrative reading lessons will all contribute—in particular will reliance be placed on suitable reading matter drawn from various sources, including extracts from the *School Journal*, the general object being not so much to furnish the minds of the children with a body of facts to be remembered as to stimulate

their interest and develop their intelligence by presenting to them graphic pictures of life as it exists elsewhere, and to create some very elementary notions of the general conditions of human intercourse and the dependence of various forms of industry on physical surroundings. At the same time, the opportunity should be taken to direct special attention to the countries and peoples of the British Empire, which may be treated on a somewhat different plan, with a view to give the pupils an intelligent appreciation of the Empire to which they belong, and to foster a spirit of Imperial unity.

Standard II.

(a.) Observation of natural objects, *e.g.*, the most common birds, plants, and insects near the school.

(b.) Elementary geographical notions taught as far as possible from actual observation, *e.g.*, nature of hills, plains, rivers, also lakes, bays, straits, islands, peninsulas, if any of these are found in the neighbourhood of the school; the position of the sun at noon and at other times of the day; the position and length of the shadow cast by a post in the playground; the rough determination of the north and south line and of the east and west points; the position of the school and of objects visible from the playground with reference to the cardinal points; direction of the wind on different days, and whether a given wind brings rain or not, or is hot or cold; the snow upon the mountains.

Models of damp sand or clay should be made by the teacher in the playground, or on a large wooden tray or a blackboard placed on the floor, to illustrate the geographical features seen within a short distance of the school, and the children should make smaller models of sand or clay or plasticine.

Children should be taught to make simple plans of objects such as bricks, slates, &c., then of the schoolroom, the playground, &c., and a plan or simple map be drawn on the blackboard to illustrate the principal geographical features of the neighbourhood.

NATURE-STUDY (EXTENDED).

Standard III.

(1.) (a.) Observation of natural objects as for Standard II continued; also, in cases where elementary agriculture is taken, observations connected therewith.

(b.) Elementary geographical notions taught in Standard II to be extended as far as possible by actual observation; more exact position of the north and south lines; the directions of N.E., S.W., N.W., S.E.; the compass; the phases of the moon; the number of days from new moon to new moon, from full moon to full moon, and from full moon to new moon; in cases where children live near the sea they should know the time of high and low tide, and the intervals between them; chief forms of clouds.

The plans made in Standard II should be extended to include the surrounding district, and record with more precision the result of the children's observations. The explanation of a local map of wider area with the conventional map signs will naturally follow, and a further extension of work in this connection to include an introduction to the map of New Zealand will provide another step, the positions of (say) twelve places in other parts of the Dominion being thus made known in relation to the district in which the school is situated.

(2.) Conversations and, if convenient, readings, illustrated as far as possible by pictures, maps, and blackboard sketches, presenting graphically the most interesting features of the provincial district in which the school is situated, and designed to give the children under pleasant conditions a clear conception of the general character of the surface features of any important centres of population, their situation and general direction, and the means of communication with them, of any prominent characteristics in respect of plants, birds, and minerals, and generally of the life and occupation of the people within the area dealt with. Pictures should also be shown of any places outside the limits of the provincial district to which the attention of the children is directed, and an association in each case established with some interesting fact.

Standard IV.

(1.) (a.) Observation of common objects; animal and plant life (in connection with school gardens); weather-study.

(b.) Further extension of the work of Standard III in the observation of natural processes supplemented by experiment, *e.g.*, the action of water—river channel, mouth, tributary, wearing away of the earth's surface, formation of deltas, all of which should be taught by the study of some river or stream known to the class; evaporation, formation of vapour, deposit of water on cold surfaces, formation of dew.

Further plans and map study, sketches of special areas, and, where convenient, the construction of rough relief maps in illustration of physical features forming the subjects of lessons.

(2.) Conversational lessons and readings, illustrated as fully as possible within the limits of the teacher's resources by pictures, maps, sketches, and diagrams, on New Zealand topics of geographical interest, including, *e.g.*, scenic beauties and other striking physical features, plants (native and introduced), birds and other animals, ores and minerals, natural productions generally in various localities and centres of population, the means of communication between these localities and the centres of population; also on a selection of topics of wider interest, including, *e.g.*, life in the South Sea Islands and in Australia, intercourse and trade with New Zealand in this connection; also some introduction to life in other lands in illustration of the different races of man, and where and how they live, and of the conditions of production of familiar imported articles of common use in New Zealand.

Standards V and VI.

(1.) (a.) Observation of common objects; animal and plant life (in connection with school gardens); weather-study.

(b.) The scale of the wall-map of New Zealand used in the school compared with the scale of the map of the district; distances on the map; area of North and South Islands computed therefrom; comparison with Australia, and measurements of distances in connection therewith.

Glaciers and the work of ice; the sea and its work; tides, winds, and currents; character of coasts, capes—with special reference to New Zealand examples. The mountain and river system of New Zealand. General distribution of land and water on the surface of the globe; oceans and continental areas; and, in conjunction with Standard VI, the following:—

Shape of the earth and the common proofs thereof;

Daily rotation of the earth;

Meridians—longitude;

Annual revolution of the earth;

Position of the earth's axis;

The seasons;

Latitude;

Altitude of the sun at the equinoxes or solstices;

The five zones, and their characteristic differences of climate and of animal and plant life;

Seasonal winds, trade winds.

To find the altitude to the nearest degree of the sun at noon; to note the length of the day and night; to recognise a few of the brightest stars, and to note their movement.

(This course, as a whole, to be spread over the two years of Standard V and Standard VI.)

(2.) Standards V and VI—a two years' course. Conversational lessons and readings illustrated by pictures, &c., on interesting and instructive topics of social and descriptive geography, dealing commonly with matters beyond the limits of New Zealand, but chosen and treated, as far as possible, with some New Zealand connection. With considerable latitude to teachers in matters of detail and in the relative importance given to different sections according to the reading-matter and illustrative accessories at their disposal, a complete course, extending over two years, may be expected to include such a treatment of the following as will present to the minds of the children graphic pictures of life in other lands, and convey some elementary notions of great facts of production and intercourse in the world in special relation to natural conditions:—

Staple articles of general food-supply, the areas and conditions of their production; clothing materials and their sources; the most useful minerals, where and how obtained; chief New Zealand exports and imports; imaginary voyages to and from New Zealand, the cargoes carried and the ports of call; great lines of trade and communication in the world, oceanic and continental; great cities

of the world and of the British Empire, specially selected as illustrative examples of national life, or, more especially, of some cardinal principle underlying exceptional growth, *e.g.*, the influence of position, soil, climate, or other favouring conditions.

To these may be added, where Sixth Standard pupils are comprised in the scheme, a brief survey of the British Empire; the chief countries composing it and their relative importance; the peoples inhabiting them; the climate and natural resources.

N.B.—In no instance is superior merit to be sought in the multiplication of the number of examples chosen for lessons, but rather in the character of the selection made and of the treatment accorded in carrying out some general well-considered scheme of reasonable scope.

MORALS.

17. The influence of the school discipline will naturally be a real factor in the formation of character, but in order that the child may form ideals of conduct it is necessary that direct moral teaching should be given. The experience of the teachers will guide them as to the best time to impart these lessons. Probably the best method of inculcating the principles of moral conduct will be to make use of stories, anecdotes, and fables.

The following topics are suggested on which simple lessons through the medium of stories and fables, with a moral purpose, may be given:—Tidiness; punctuality; cleanliness of both body and mind; truthfulness; honesty; self-control; industry; obedience; gentleness; politeness; kindness to animals; respect for school laws; self-help; unselfishness; care of property; self-reliance; benevolence; good manners; temperance; duties to others; duties to self; care of body; moral courage; dignity of labour; thrift and frugality; use and abuse of money; savings-banks; evils of gambling; the Golden Rule.

In classes III, IV, V, and VI the instruction should include some lessons in the rights and duties of citizenship, as follows:—New Zealand Government; Parliament; making of laws; how laws are carried out; local government; the franchise; elections; Courts and Magistrates; trial by jury; taxation.

SINGING.

18. Singing is required to be taught in all schools, and the tonic sol-fa method is recommended. As a general rule, all classes will be grouped together for singing, but in the largest schools, where the conditions allow it, the junior classes will be taught separately. Regular practice should be given from the modulator; breathing exercises should be taken frequently, and some attention given to ear-training. In the lower classes a few easy and suitable songs in correct tune and time and at a proper pitch will suffice, one or two action songs being included.

Teachers should choose the songs carefully, having regard to both the music and the words. Children's songs serve occasionally to enforce some moral or patriotic principle—that is to say, the singing lesson can form the vehicle for imparting a lesson in morals, and teachers are recommended to make use of the opportunity thus offered.

The teacher should aim at getting sweet singing, and all tendency to harshness or strain should be checked at once. To this end songs must not exceed the range of children's voices.

Careful attention must be paid to the proper enunciation and pronunciation of the words of the songs, which must be learned by heart. (The songs will thus serve as part of the poetry, and the singing lesson will thus indirectly assist the English lessons.)

In the highest classes a few rounds should be given, and also one or two part-songs.

Children should also be made familiar with the more common symbols used for marking the time, and the expression marks.

LAWS OF HEALTH.

19. Though Health does not appear as a subject of instruction in Standard I and Standard II, it is not intended that instruction of the kind shall be omitted in the lowest classes. Teachers will find that the simplest facts of human life, as, *e.g.*, the various parts of the body, can very easily be taught in the conversation English lessons from the earliest stages. In the higher standards, however,

the teacher will be required to give to classes III to VI at least one lesson a week on the following topics, treated not as part of a course in physiology, but in such a way as to give the children such a knowledge of the laws of health as every Maori child ought to possess:—

The chief bones of the skeleton; the skin; the heart; the blood and circulation; digestion; the lungs; the liver; kidneys; nerves; brain; eye; outer ear; throat; nose; air; ventilation; respiration; water; washing; cleaning; exercise; avoidance of evil and unhealthy habits; infectious diseases; methods of dealing with common ailments; colds and accidents.

The teacher may give the instruction partly in nature-study lessons, partly in special oral lessons, or from lessons contained in reading books of the higher standards. He may take any suitable opportunity—*e.g.*, a case of *hakihaki*, or an accident in the playground—for giving a lesson in this subject for which no special time will be necessary on the time-table, though the teacher should make entries of such lessons in the log-book for the information of the Inspector.

New teachers will find "Health for the Maori," by Mr. J. H. Pope, a useful text-book on the laws of health as applied to Maoris.

20. *Physical Exercises.*—A course selected from the manual supplied by the Department.

XVI. SCHOLARSHIPS.

A. JUNIOR SCHOLARSHIPS (TENABLE AT SECONDARY SCHOOLS).

I.—*Maori Children attending Native Village Schools.*

1. The Government provides places at the various institutions which provide higher education for Maori boys and girls—*viz.*, Te Aute College, Hawke's Bay; St. Stephen's Maori Boys' School, Parnell, Auckland; Waerenga-a-hika Native Boys' College, Gisborne; Queen Victoria Maori Girls' School, Auckland; Hukarere Maori Girls' School, Napier; St. Joseph's Maori Girls' School, Napier; Turakina Maori Girls' School, Wanganui; and Te Wai-pounamu College for Maori Girls, Canterbury.

2. Maori boys or girls attending a Native village school will be qualified for admission as junior scholars to one of the above-named schools if—

- (a.) They have obtained certificates of proficiency, as defined by regulations under the Education Act; or if
- (b.) They have passed the examination prescribed in the Native Schools Code for Standard V or Standard VI, obtaining therein certificates of competency as defined by regulations under the Education Act; or if
- (c.) They have passed the examination prescribed by the Native Schools Code for Standard IV.

3. The claims of candidates who are qualified under (a) of the preceding clause will receive first consideration, then those of candidates qualified under (b), and, in the case of those qualified under (c), selection will be made according to the individual merits of the candidates.

II.—*Scholarships for Maoris attending other than Native Village Schools.*

1. A limited number of scholarships each of the annual value of £20, and tenable at a higher school approved of by the Minister, is offered to deserving Maori children, boys or girls, attending other than Native village schools.

2. Maori boys or girls in attendance at any school other than a Native village school shall be deemed to have qualified for such scholarships if—

- (1.) They are of predominantly Maori descent;
- (2.) They have obtained certificates of proficiency;
- (3.) There is no secondary school or district high school which, without living away from home, they can reasonably be expected to attend as holders of free places under the regulations respecting free places in secondary schools.

3. Scholarships held under these conditions are tenable for two years from the 1st January preceding the actual date of admission to a higher school, but in no case after the end of the year in which the holder reaches the age of seventeen.

4. If, in any year, there are more candidates than scholarships to be awarded, preference will be given in the first instance to those who have qualified for Education Board District Scholarships. If further limitation be necessary, the Minister will take steps at his own discretion to determine which of the candidates shall receive the scholarships.

SYLLABUS OF WORK FOR JUNIOR SCHOLARS.

1. Junior scholars shall receive instruction in the following subjects:—

<i>Boys.</i>	<i>Girls.</i>
(1.) English.	(1.) English.
(2.) Arithmetic.	(2.) Arithmetic.
(3.) Military drill.	(3.) Physical drill.
(4.) Elementary practical agriculture.	(4 and 5.) Domestic science (cooking, laundry-work, housewifery, dressmaking, health).
(5.) Woodwork.	
(6.) Singing.	(6.) Singing.

And in one at least of the following:—

<i>Boys.</i>	<i>Girls.</i>
(1.) Maori.	(1.) Physiology.
(2.) Drawing (one or more branches).	(2.) Geography.
(3.) Elementary mathematics.	(3.) Drawing (one or more branches).
(4.) Elementary physical measurements.	
(5.) Geography.	
(6.) English history.	
(7.) Physiology.	

2. Pupils shall also receive some instruction in health, morals, and civics.

3. Holders of scholarships who are qualified under (c) shall receive at the secondary school instruction in the above subjects, the standard required being that for Standard V of the Public School syllabus.

4. Those qualified under (a) and (b) shall receive instruction according to a two years' programme in the subjects above named, the standard of the work in the first year being in advance of that required for Standard V or Standard VI, as the case may be, of the Public School syllabus.

The programme should be arranged in order that the best qualified of the scholarship holders may reach the standard indicated by the Civil Service Junior Examination.

5. In woodwork, the handbook on the subject issued by the Department will serve as a guide, but any suitable course will be accepted if it is directed to the practical end of giving the pupils such knowledge of principles and such practical instruction as will be of use to them as Maoris.

6. In elementary practical agriculture, the programme shall be based upon the requirements for the Civil Service Junior Examination, and may be arranged so as to cover a two, or, in some cases, a three years' course.

7. In connection with both woodwork and elementary practical agriculture, the pupils will be required to make drawings (free-hand and to scale) illustrating various stages of the work, and similarly in the case of girls taking domestic science; the work thus done shall be held to be sufficient to meet the requirements in drawing.

8. The rough working drawings made in connection with the woodwork and the pupils' note-books containing entries of their own observations made during the year in agriculture, woodwork, or domestic science, as the case may be, should be shown to the Inspector, who shall give them due weight in forming his estimate of the value of the individual and general work of the pupils.

9. The term of each scholarship shall be two years, if the holder faithfully fulfils the prescribed conditions.

B.—SENIOR SCHOLARSHIPS.

I.—Industrial Scholarships or Apprenticeships.

1. A Senior Scholarship may be awarded by the Department to any Maori boy who—

- (a.) Has obtained a certificate of proficiency in any public school or in a Native school under the control of the Department or in any other school for the education of Natives; and
- (b.) Has received not less than one year's training in some branch of technical work; and, further,
- (c.) Notifies the Department of his desire to be apprenticed to learn some mechanical trade, to be approved by the Department.

2. The Department may in any such case arrange to devote a sum not exceeding £15 for the first year, £13 for the second year, and £12 for the third year, to assist the apprentice in obtaining clothes and paying for his board.

This allowance may be paid to the master to whom the boy is apprenticed.

3. A weekly wage shall be paid by the master to the apprentice at the rate and on the conditions determined by the Arbitration Court, and in conformity with the provisions of the Factories Act.

(The Department does not undertake to find situations for candidates. This must be done either by the friends of the candidates or by their teachers.)

II.—Agricultural Scholarships.

1. An Agricultural Scholarship may be awarded by the Department to any Maori boy who—

- (a.) Has obtained a certificate of proficiency in any public school or in a Native school under the control of the Department or in any other school for the education of Natives; and
- (b.) Has received not less than one year's training in some branch of technical work; and, further,
- (c.) Notifies the Department of his desire to learn some branch of farming, to be approved of by the Department.

2. Agricultural Scholarships shall be tenable for two or for three years, either in the service of a farmer or at a farm under the control of the Agricultural Department, as may be arranged.

3. The total payments to or on behalf of the holder shall not exceed £20 in any one year, or £40 in all.

4. In the case in which the scholarship is held in the service of a farmer the employer shall pay to the holder a weekly wage at such rate and on such conditions as may be agreed upon between the farmer and the Department. The Minister may direct that a part of such wage shall be retained on behalf of the cadet for the purpose of his further training.

The Minister may make similar arrangements in the case of any scholarship the funds for which are contributed by the Maoris of any district, or by any local authority, or by any other person.

(The Department does not undertake to find situations for candidates. This must be done either by the friends of the candidates or by their teachers.)

III.—Nursing Scholarships.

1. For the purpose of training Maori girls in European methods of nursing and caring for the sick, in order that they may thereby assist people of their own race in remote districts mostly inhabited by Maoris, Nursing Scholarships have been established.

2. A Candidate for a Nursing Scholarship must satisfy the following conditions:—

- (a.) She must be of predominantly Maori race;
- (b.) She must come from a Maori district;
- (c.) She must have obtained a certificate of proficiency;
- (d.) She must be at least seventeen years of age;
- (e.) She must be of good character and sound constitution.

3. The number of Nursing Scholarships offered will be limited to the number of places available at the various hospitals that have agreed to accept Maori girls for training. Nursing scholars will be required to attend the hospital daily for instruction, and return to the boarding-school in the evening, except when otherwise required.

4. Nursing scholars will receive the sum of £25 a year, of which at least £8 must be devoted towards clothing, outfit, &c., the rest being devoted to board.

5. To those scholars who have completed a year's course as day-pupils at a hospital to the satisfaction of the authorities a Senior Nursing Scholarship or Probationership may be granted.

6. The Senior Scholarships will be tenable for a period of three years, during which time holders are expected to qualify for a nurse's certificate.

C.—UNIVERSITY SCHOLARSHIPS.

1. A limited number of scholarships, each of the value of £40 per annum, may be offered to Maori youths who satisfy the following conditions, namely:—

- (a.) They are predominantly Maori by birth;
- (b.) They have passed well the Matriculation or the Medical Preliminary Examination of the New Zealand University;
- (c.) They have notified to the Department their desire to enter a University College with a view to qualifying for a profession.

2. The Department will pay the class fees, college fees, and examination fees prescribed by the University regulations.

3. An allowance not exceeding £10 per annum will also be made to scholarship holders on account of such books, &c., as are necessary.

GENERAL.

1. A holder of any of the scholarships provided in these regulations may be required to furnish the Inspector-General of Schools with evidence that he is of a good character.

2. If, on a report from the Headmaster or Principal of the secondary school, or from the Inspector-General of Schools, it shall appear to the Minister that the attendance, conduct, diligence, or progress of any scholar is not satisfactory, the Minister may determine that the scholarship held by such pupil shall cease at the end of the quarter in which such report is received.

3. The Inspector-General, or any other person appointed by the Minister, may visit any scholar and inspect or examine his work in order to ascertain his diligence and progress.

4. In general, scholarships will be awarded at the end of the year, but applications for scholarships addressed to the Inspector-General of Schools may be made at any time.

5. The Department will pay the fares of scholarship holders when they first leave home to take up their scholarships and when they return home at the completion thereof.

J. F. ANDREWS,
Clerk of the Executive Council.