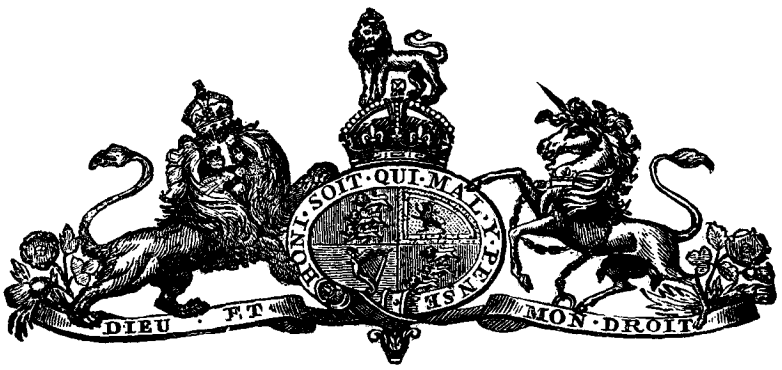

SUPPLEMENT

TO THE

NEW ZEALAND GAZETTE

OF

THURSDAY, APRIL 15, 1915.

Published by Authority.

WELLINGTON, TUESDAY, APRIL 20, 1915.

The Education Act, 1914.

REGULATIONS

RELATING TO

NATIVE SCHOOLS.

The Education Act, 1914.—Regulations relating to Native Schools.

LIVERPOOL, Governor.

ORDER IN COUNCIL.

At the Government Buildings at Wellington, this twelfth day of April, 1915.

Present:

THE RIGHT HONOURABLE W. F. MASSEY, P.C., PRESIDING IN COUNCIL.

IN pursuance and exercise of the powers and authorities vested in him by the Education Act, 1914, 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 these regulations.

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. 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 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. The term "parent" includes the child's guardian and the householder in whose family the child resides, and, in the case of husband and wife, any qualification possessed by either of them shall be deemed to be possessed by each of them.

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

4. Any of the parents, 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 disputes, 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 Department, 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 which the Committee, deem to be sufficient 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. Nothing in these regulations shall preclude or prevent the Minister from declaring vacant the position held by any person as Chairman or member of the Committee who has been shown to be guilty of immoral conduct or gross misdemeanour, or to be otherwise unfitted for the position.

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

21. 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.

22. 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.

III. 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 if the circumstances warrant it a school may be placed in charge of a mistress. In case no suitable certificated teacher is an applicant for appointment to a school, preference shall 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 Public Service Commissioner 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 Department.

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 Department, 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 Department 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 authorized 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 ceasing duty; he shall leave them, together with the time-table and schemes of work, available for his successor, 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 his residence elsewhere shall have previously been sanctioned.

IV. 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 the 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 school hours shall be from 9.30 a.m. to 12, and from 1 p.m. to 3.30 p.m. An interval of ten minutes shall be observed during the course of the morning school, and of five minutes during the course of the afternoon school.

4. The head teacher shall make adequate provision for the supervision of the playground.

5. If the teacher 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.

V. 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 provision for the regular cleaning of the schoolroom, the offices, and all other buildings, as arranged for by the School Committee.

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.

7. Teachers as occupiers of the residences shall be responsible for the condition of the buildings, and shall be required to undertake such repairs as in the opinion of the Department are due to negligence and not to fair wear and tear.

8. No alterations or additions of any kind shall be made to existing buildings, nor shall additional buildings or sheds be erected without the authority of the Department.

9. When a teacher leaves a school he shall leave all the premises clean and tidy for his successor; neglect in this respect will be held highly unbecoming in the teacher.

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.

VI. 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 disobedience. 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.

VII. 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 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.

VIII. LEAVE OF ABSENCE.

1. Subject to the general regulations made by the Public Service Commissioner, leave of absence may be granted, but this can be obtained only by the direct sanction of the Department, 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 recognized by the Department and in receipt of any salary.

2. The absence without leave of any teacher or assistant teacher for any half-day on which these regulations require that school shall be held will be taken as *prima facie* evidence that such teacher or assistant teacher has resigned.

IX. HOLIDAYS.

The following holidays shall be observed in all Native schools, and no other holiday shall be taken except with the sanction of the Department.

(1.) All Saturdays and Sundays; Good Friday and Easter Monday; Dominion Day (fourth Monday in September); King's Birthday (3rd June); 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., Dominion Day, 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 authorized to postpone any holiday, otherwise all holidays must be strictly observed on the prescribed dates.

(4.) In connection with the midsummer holidays, to prevent loss of time, permission will be given to teachers in remote localities to close school on such dates as will suit the local means of travelling. Due notice must, however, be given to the Department, and in no case must the holidays exceed six weeks.

X. ATTENDANCE REGISTERS AND RETURNS.—AVERAGE ATTENDANCE.

I. ATTENDANCE REGISTERS AND RETURNS.

1. The head teacher of every Native school shall enrol in an admission register, in the form provided by the Department, the name of each child in the school, with such other particulars as are required by the register.

2. Such register may consist of a record card for every pupil in the form provided; but in such case this form of record must be consistently adopted throughout the school, a proper receptacle must be provided therefor, and due precautions must be taken to secure the completeness and permanence of the record.

3. The head teacher of every registered school shall keep a register of attendance in the form provided by the Department, and all the teachers in the school shall assist in keeping the register and in making up weekly and quarterly summaries of attendance.

4. The attendance of scholars in every 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 directions printed thereon.

5. 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 open twice. The school shall be held to be open any morning or afternoon if at least one child is present before the first half-hour of the ordinary school time has passed. The average attendance for any quarter or any lesser period shall be ascertained by first throwing out of account what shall be called "excepted" half-days—that is, every morning and every afternoon on which the attendances have numbered less than one-half of the number of pupils belonging at the time 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. If any child whose name is entered upon the register of attendance of any school shall be duly attending at an examination conducted by the Department, or an Education Board, or the University of New Zealand, or at a recognized class for manual instruction, then the time necessarily spent by such child at such examination or class, or in travelling thereto, shall be reckoned as time spent in attendance at such school; and the head

teacher thereat, upon receipt of a certificate under the hand of the Director of Education, or upon being otherwise sufficiently satisfied as to the number of half-day attendances to be recorded for such child on account of such examination or class as aforesaid, shall add the total of such attendances to the total of those previously entered in the register of attendance belonging to the said school. Every such certificate when received shall be fastened into the said register, and shall not be removed.

7. 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 attendance for any period thereafter their names shall not be taken into account in any way.

8. The head teacher of every school shall, as soon as possible after the end of each quarter, send to the Department, on the form provided, a return of attendance for such school for the quarter.

9. 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.

10. 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 carried on regularly and efficiently. The holding of the afternoon school must in no way be made to depend on the morning attendance.

11. 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.

12. 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.

13. 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.

II. Average Attendance.

1. The yearly average attendance for any school shall be the mean of the quarterly average attendances thereat for the four quarters ending 31st December.

Provided that if the average attendance at any school for any one quarter is such as to make the yearly average attendance less than the minimum of the grade or subgrade in which the school would be placed if it were graded on the mean of the quarterly average attendances for the other three quarters of the year, then the mean of such last-named three quarterly average attendances shall be deemed to be the yearly average attendance for such school.

Provided, further, that if it is shown to the satisfaction of the Minister, on the certificate of the District Health Officer, that an infectious disease of an epidemic character has during one or two quarters been locally prevalent to the extent of affecting 10 per cent. or more of the children in any school, then the mean of the quarterly average attendance for the remaining three or two quarters of the year shall be deemed to be the yearly average attendance for such school.

2. (1.) The quarterly average attendance for the Native schools grouped for the Dominion shall be the total of the quarterly average attendances of all the schools.

(2.) The yearly average attendance for the Native schools grouped for the Dominion shall be the mean of the quarterly average attendances for the four quarters ending 31st December.

3. In the case of a new school 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; but the average attendance for any period before the quarter during the whole of which the school is open shall not be taken into account in calculating the quarterly or yearly average attendance. A school that is reopened shall be deemed to be a new school if it has been closed for more than six months immediately preceding such reopening.

4. In the case of the opening of a new school, or in the case of the closing of a school, if such school is open for less than half the number of school days in the first or last quarter (as the case may be) in which the school is open, then in computing the quarterly average attendance for the Native schools grouped for the Dominion for such quarter the average attendance at the said school shall not be taken into account.

XI. GOOD-ATTENDANCE CERTIFICATES.

Certificates of good attendance may be issued to children attending Native schools in accordance with regulations under the Education Act, 1914.

XII. COMPULSORY ATTENDANCE.

1. All provisions of the Education Act, 1914, that relate to the attend ance of children at school shall apply to Maori children.

2. All the powers and functions possessed by an Education Board, or by the Chairman, or Secretary, or Truant Officer thereof, under sections 59 to 67 of the said Act may, with the necessary modifications, be exercised in the case of Native schools by the Director of Education.

XIII. GRADING OF SCHOOLS, 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 Act, 1914, as set forth in the First and Second Schedules hereto.

2. The salaries of assistant teachers shall be in accordance with the First Schedule hereto.

3. In regard to the salaries and allowances of head teachers and assistants, the provisions of section 79 of the Education Act, 1914, shall, *mutatis mutandis*, be applied.

4. (1.) On the 1st January in each year the 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.

(2.) The grade of a school, however, 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 January, is as low as is indicated in Table A hereto.

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 Attendance has fallen		
	(2) For Three Years to	(3) Or for Two Years to	(4) Or for One Year to
0	8	7	6
I	20	17	14
II	35	30	25
III	120	110	100

5. (1.) On the 1st January of each year the number of teachers in any school shall be determined by the yearly average attendance for the year immediately preceding: Provided that if at the beginning of any subsequent quarter it appears that the attendance in any such school has in-

creased 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 for that quarter shall be the same as is prescribed for a school having the average attendance shown in column (5) of that table: Provided also that if at the beginning of any quarter it appears that the average attendance in any such school has decreased so that—

(i.) The mean of the average attendance for the three quarters immediately preceding, *and*

(ii.) The mean of the average attendance for the two quarters immediately preceding, *and*

(iii.) The average attendance for the quarter immediately preceding have fallen as low as indicated in columns (2), (3), and (4) respectively, of Table C hereto, then the staff shall be reduced to that prescribed for a school having the average attendance shown in column (5) of that table.

In the case of any one of the events referred to in the last preceding paragraphs (i), (ii), (iii), the Commissioner may, at his discretion, reduce the staff accordingly.

(2.) Nothing in this clause shall be deemed to affect the grade in which a school is placed, or to affect the salary of any teacher.

TABLE B.

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

(1) Average Attendance for Year immediately preceding.	Average Attendance rises for			(5) Staff to be as for School with Average Attendance.
	(2) Three Quarters to	(3) Or Two Quarters to	(4) Or One Quarter to	
Less than 20	23	25	29	21–50
21–50	54	57	60	51–80
51–80	84	87	90	81–120
81–120..	125	130	135	121–160
121–160..	165	170	175	161–200

TABLE C.

Showing Decrease in Quarterly Average Attendance upon which the Staff of a School may be reduced.

(1) Average Attendance for Year immediately preceding.	Average Attendance has fallen			(5) Staff to be as for School with Average Attendance.
	(2) For Three Quarters to	(3) And for Two Quarters to	(4) And for One Quarter to	
21–50	18	16	14	9–20
51–80	46	43	40	21–50
81–120..	75	70	65	51–80
121–160..	115	110	105	81–120
161–200..	155	150	145	121–160

6. In the case of a new school the staff, salaries, and allowances of such school shall be in accordance with the average attendance, as follows:—

(i.) For the period from the date of opening until the end of the quarter in which the school was opened, as for the average attendance for such period;

(ii.) For the first quarter during the whole of which the school is open, as for the average attendance for that quarter; *and*

(iii.) Thereafter, as for the mean of the quarterly average attendances for the several quarters until the 31st December next ensuing.

7. In the case of a main school from which during any year a side school has been separated, such separation shall not affect the grade of the school for that year; but the staff of the school shall, from the date of the separation, be determined in accordance with the yearly average attendance of the main school for the preceding year.

8. The teacher of a part-time school which has been established as a full-time school shall, if he was the head teacher of a group of part-time schools, be considered for the purposes of subsection (7) of section 79 of the Act as remaining in the same position.

9. As soon as, under the provisions of the Act and of these regulations, a reduction in the staff of a school is imminent, the Commissioner shall give notice to every teacher whom it may be deemed necessary to discharge in order to carry out such reduction.

10. In any school in which under the Act or these regulations a reduction in the staff is to be made, if at the beginning of any subsequent quarter it is found that the average attendance of the school for the quarter immediately preceding has increased so that the number in column (2) of Table B has been reached, then payment of the salary or salaries of the teacher or teachers prescribed in column (5) of that table may be continued for such period as the Commissioner may decide, being not more than four months after the beginning of the quarter first named; and so on from quarter to quarter until the 1st January next ensuing.

11. In schools that are not entitled to the services of an assistant, payment for instruction in sewing will be made in accordance with the Regulations for Manual Instruction in Public Schools.

FIRST SCHEDULE.

Grades of Native Schools and Salaries of Teachers.

Average Attendance.	Grade of School.	Subgrade of School.	Salary of Head or Sole Teacher.	Salaries of Assistants.			
			£	£	£	£	£
9–20 ..	I	..	110–140	..	..	..	..
21–25 ..	II	II(i)	140–190	25–40	..	..	..
26–35 ..	II	II(ii)	140–190	40–60	..	..	..
36–50 ..	IIIA	IIIA(i)	200–250	85–105	..	..	..
51–80 ..	IIIA	IIIA(ii)	200–250	85–105	25–40	..	..
81–120..	IIIB	..	200–250	85–105	40–55	25–40	..
121–160..	IVA	..	260–310	115–145	85–105	25–40	..
161–200..	IVB	..	260–310	115–145	115–145	85–105	25–40

NOTE (i).—In addition to the salary payable above, there shall be paid by way of salary the sum of £35 per annum in the case of every assistant teacher who is obliged to live away from home.

NOTE (ii).—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 £110 per annum no greater deduction shall be made than is sufficient to reduce the salary to £110.

SECOND SCHEDULE.

House Allowances to Head or Sole Teachers.

For schools of Grades I and II	£20 per annum.
For schools of Grade III	£30 ,,
For schools of Grade IV	£40 ,,

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 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 purpose of inspection as opportunity offers, but for these no notice shall be required.

3. For purposes of instruction the pupils of every Native school shall be divided into three divisions—namely, the Preparatory Division, the Junior Division, and the Senior Division—and the syllabus of work for each division shall be as defined in clauses below.

The Preparatory Division will in general include those children who have been under instruction at school or elsewhere for not more than two years.

The Preparatory Division may be divided into two classes, the lower class being called P1 and the upper P2; if necessary, these classes may be further subdivided—*e.g.*, into P1 lower and P1 upper, P2 lower and P2 upper. Generally speaking, P1 will not contain any children who have been for a year or more under instruction.

The Junior Division will in general consist of those children who have been under instruction at school or elsewhere for more than two years, but not more than four years.

The Junior Division may be divided into two classes—those of the first year (Standard I) and those of the second year (Standard II)—which may be termed S1 and S2 respectively.

The Senior Division will in general consist of those children who have been under instruction at school or elsewhere for four years or more and have not yet gained a certificate of proficiency. The time spent in the Senior Division will for the average boy or girl be four years, and this division may be subdivided into four classes accordingly, which may be termed S3, S4, S5, and S6, corresponding to Standards III, IV, V, and VI respectively. Whether the division be so subdivided or be arranged in two classes only, the terms so used shall be taken to represent the standard of work in any subject corresponding to the work of the four respective years spent by the average boy or girl in the Senior Division.

The classes S3 and S4, English, will include all the children doing the work in English prescribed for the first and second years of the Senior Division; S5 and S6, English, will include those doing similarly the work prescribed for the third and fourth years of that division. In like manner, S3 and S4, arithmetic, will include those children who are doing the work in arithmetic prescribed for the first and second years of the Senior Division; and S5 and S6, arithmetic, those doing similarly the work prescribed for the third and fourth years of that division; and so on for other subjects, although it will not in general be necessary to make more than two classifications—namely, that for English and that for arithmetic respectively.

S7.—Pupils who have gained a certificate of proficiency or have reached the standard of education indicated thereby may be classified as belonging to Class S7.

Nothing in these regulations shall be so interpreted as to prevent pupils ordinarily classified as of the Junior Division, second year (S2), and of the Senior Division, first year (S3), respectively from being instructed together in a common class, if convenience so dictates, and in a program of work suitably modified accordingly to meet the circumstances.

4. The classification of a school shall be made by the head teacher, who shall have full discretion to arrange his pupils in different classes for different subjects according to their ability and proficiency with respect to the several subjects, and to group two or more classes for instruction in one subject. This discretion he must exercise to the satisfaction of the Inspector, who will regard as an element of weakness any undue complexity in the classification of pupils. As a general rule, pupils should be classified according to their capacity and attainment in English and arithmetic respectively—classification in English being determined by proficiency in English, and classification in arithmetic by proficiency in arithmetic.

5. In general, the classification of a school shall be determined at the annual visit; but, if necessary, promotion of individual pupils from class to class may be made at any other time by the head teacher. In the Preparatory Division, especially where it contains three or more classes, it will generally be necessary to make promotions of pupils at other times.

No part of these regulations is to be read in such a way as to discourage or prevent the more rapid promotion of children who exhibit more than average mental capacity or intelligence as compared with other children of the same age.

6. (1.) The head teacher shall draw up schemes of work for the year for all the classes in his school, and shall hold thereon periodical examinations of the classes, the last of which, called the "annual examination," shall be held immediately before the annual visit of the Inspector, and he shall keep for the information of the Inspector a record of the nature and results of these examinations.

In regard to any periodical examination, including the annual examination, the record kept in the school shall be held to be sufficient if it contains the particulars referred to in (*a*) and in (*f*) of clause 7 hereof, and also, in lieu of (*g*), merely the changes from class to class made as a result of the examination to which it relates.

(2.) The written questions used at the periodical examinations of the Senior Division, and the pupils' answers thereto, shall be kept in the school for reference for twelve months, or for such less period as the Inspector may direct.

7. Immediately before the annual visit the head teacher shall prepare, on forms provided by the Department, class-lists setting out the results of the annual examination. The class in which a pupil has been placed for English during the preceding three months shall determine the list on which

his name shall appear. The class-lists shall contain—(*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 the school since the last annual visit; (*c*) the number of half-days each pupil has attended the class in which he is placed for English, where that number is different from the number in (*b*); (*d*) the class in which each pupil has been placed for arithmetic during the preceding three months, where that is different from the class in which he is placed for English; (*e*) the number of half-days each pupil has attended such class, where that class is different from the class in which he is placed for English; (*f*) the number of marks on a scale 0 to 20 gained by each pupil of the Junior and Senior Division in (1) reading, (2) spelling and writing, (3) composition, (4) arithmetic, and a note of any special excellence or special weakness shown by him in other subjects; (*g*) 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.

For pupils of S6 the class-list, if so required, shall be on the form provided in the case of applicants for certificates of proficiency and competency in this standard, and the provisions of this clause in any such case shall with regard to these pupils be taken to be modified accordingly.

8. (1.) The Inspector may require the head teacher to note in the column for remarks the reason for more or less rapid promotion in the case of any pupil, or to give an explanation in the case of any pupil whose age is much above the average age of the pupils in that class; and the Inspector may approve or not of the sufficiency of the reason or explanation given.

(2.) The class-registers and the records of examination, together with copies of the Inspector's reports, shall be kept in the school for not less than ten years, and in the case of the closing of a school shall be delivered up to the Department to be kept for a similar period as the Department shall direct. The class-lists, signed by the Inspector, shall be kept in the Department's office.

(3.) The class-registers, records, and reports shall be open at any reasonable time, except the ordinary school hours, to the inspection of the School Committee; but in general they shall in other respects be treated as confidential.

9. In order to satisfy himself of the general efficiency of the instruction given in the school the Inspector shall at one or more of his visits 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 may examine any of the pupils in any of the classes P to S7 in such subjects as he shall choose.

10. With a view to ascertain 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 in the class during the current year or during the preceding twelve months. Such examination will be held by the Inspector after consultation, if circumstances permit, with the head teacher, and after consideration of any examinations which have been held during the preceding twelve months by the head teacher or the teacher of the class. As the result of such examination, the Inspector may, but only if the circumstances seem to call for such exceptional action, 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. Such modified classification shall thereupon for six months, or such shorter period as the Inspector may prescribe, be substituted for the classification of the head teacher. In such cases the effect of clauses 4 and 5 will be modified accordingly.

11. Every pupil examined in any subject by the Inspector shall be examined in the class in which he has been taught during the preceding three months; but the Inspector or the teacher may exclude from the examination of a class any pupil who has made less than half the possible number of half-day attendances at the school since the commencement of the current year.

CERTIFICATES OF TRANSFER.

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 last annual visit; (4) the number of half-day attendances he has made since the date of his last promotion in English where that is different from (3): Provided always that any such transfer of attendance is in order under the Act and regulations.

In cases where a child previously attending a school presents himself for enrolment at another school, but is not provided with a certificate of

transfer, the teacher of the latter school shall make application for such certificate to the teacher of the school previously attended.

The forwarding of the Scholar's Record Card (Medical Inspection, R3 or R7), shall be held to satisfy the requirements of this clause if the entries thereon are made up to the current date in so far as they relate to the class in which the child is placed and to his attendance and progress.

Certificate of Proficiency and Competency.

13. The regulations as to certificates of proficiency and competency as prescribed for public schools shall apply with the necessary modifications in the case of Native schools. (See Appendix.)

Annual Report.

14. 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.—SYLLABUS OF INSTRUCTION.

Preparatory Division.

1. The subjects of instruction in the Preparatory Division shall be English, handwork (including drawing) and other manual occupations, singing, games and other suitable physical exercises, and arithmetic.

In English the chief object shall be the teaching of the spoken language, by 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, by simple stories, and by conversations founded upon the children's own observation of simple objects and phenomena and of pictures. The children should be led to express themselves freely and naturally, not only by the reproduction of stories told to them and by answers to questions, but spontaneously as suggested by their own natural activities and imagination. Opportunity may be taken to inculcate very elementary ideas of morality and of health, the former through stories having a moral purpose (the moral need not be expressed), the latter by simple talks—*e.g.*, upon the use of a tooth-brush. Special effort should be made at this stage to secure purity of speech in regard to clear articulation, and as far as possible to purity of vowel sounds and to the correct use of the vocal organs; but this should be based upon imitation mainly. It is important, therefore, that teachers should themselves adopt a natural style of speaking, and should set good examples of clearness and purity of speech. The formal teaching of reading and writing is less important at this stage, and perhaps at any stage, than the teaching of spoken English; in Class P1 the teaching of these subjects will for the most part be incidental to the lessons in speech, the reading being chiefly from the blackboard or wall-board or from reading-sheets; no lessons in spelling need be given except such as are involved in simple phonetic word-building, in copying the teachers' script, or in building words with movable letters. In P2 the teaching of reading and writing will be more systematic, but pen and ink should not be used, nor should rigid accuracy of form be insisted upon, so long as reasonable neatness and legibility are secured; spelling should be taught mainly by the copying of sentences in script. In both classes the recitation of suitable poetry should form a feature in the work.

As the work in English will be based upon the child's attempts at self-expression in language, and upon his observation and imagination, so the handwork, drawing, and other occupations, and the physical games and exercises, will be directed to the development of the child through his other activities; the narration of what he has been doing in his games and occupations will also afford fresh occasion for exercise in speech. The methods of the so-called "new kindergarten," which include modelling, and drawing, and simple dramatic games, should be employed as far as the staffing will permit; and the importance of singing and other music for its own sake, as well as for voice-training and for the training it gives in rhythm and in rhythmic movements, should not be overlooked. The physical exercises should conform to the general scheme as set forth in the Regulations for Physical Training; they should in all cases include simple breathing exercises,

but otherwise suitable games are of more importance at this stage than merely formal drill.

The teaching of arithmetic in the Preparatory Division should be largely incidental, especially in P1, to the occupations and games. In P2 the composition of the numbers up to 20 should be known, and the children should be taught to perform mentally and orally every kind of operation with these numbers that is within the mental powers of children of their age and development, and similarly to apply the power thus acquired to concrete examples.

The aim of the instruction in handwork and drawing at this stage should be to awaken and develop the faculty of observation, to train children to use hands and eyes in harmony, freely and correctly at will, and express graphically in suitable media the appearance (form and colour) of easily understood objects. Incidentally, the work should lead up to the work of the Junior Division. The exercises should include the representation of very simple familiar objects, both natural and fashioned, in mass and on a large scale, with coloured crayons and chalk; the free expression through illustrative and imaginative drawing of ideas formed in other lessons, particularly in nature lessons; modelling in clay or plasticine, and other forms of hand and eye training founded on sound educational principles; elementary pattern-making; drawing lines of given length with rulers. Outline should be taught through mass, and the brush and pencil should not be introduced until reasonable skill in handling crayons and chalk has been acquired by the pupils. Small objects are in general to be avoided.

For the program recommended in singing and the general principles to be observed in the course, teachers are referred to "Further Directions" under clause XVI, and the Appendix.

JUNIOR DIVISION.

2. The following shall be the subjects of instruction as defined below in the Junior Division in all schools: (1) English, (2) arithmetic, (3) drawing and handwork, (4) nature-study, (5) moral instruction and health, (6) singing, (7) physical exercises.

Needlework shall also be taken where possible by all girls of the Junior Division, and may be taken by boys.

(1.) *English.*

Reading.—Two or more books, of which one may be the *School Journal* and one at least shall be a continuous reader. Where the Junior Division is subdivided into two classes, S1 and S2, at least one of the readers used in S2 shall contain more difficult matter than is required in S1.

Composition.—Oral formation of simple sentences of a more advanced type than in the Preparatory Division; answering orally questions upon the most striking parts of the subject-matter of the reading-lesson, and upon such common objects and occurrences as would be observed by children of seven to nine years of age at home, at school, on the way from home to school, or elsewhere; the oral reproduction of easy stories told by the teacher, and the giving of continuous simple accounts or descriptions of common objects or occurrences referred to above. Easy "observation-talks," and "picture-talks," and conversations on various places and people, the map or globe being used to show the position of places. Purity of speech as to form and as to sound should be encouraged, and common errors corrected as they occur. In S2 there may be written composition, consisting of easy sentences upon simple subjects already dealt with in oral composition, and upon other familiar subjects, and of the completion of sentences given in an incomplete form.

Writing.—Transcription of short easy sentences, beginning with a capital, from script or (in S2) from print. Writing with a pen need not be required, nor should precise accuracy of form be insisted upon so long as neatness and legibility are secured.

Spelling.—Based chiefly on word-building, but including also other words in common use. The word-building should consist of such combinations of consonant and vowel sounds as are most commonly represented in words of one syllable, and in easy words of two or three syllables, and of simple derivatives therefrom. The sound-values of the various letters should be taught, but formal drill in phonetics, if used at all, should be used only sparingly.

Recitation.—Not less than 120 lines of suitable standard poetry, a syllabus of the work done being given to the Inspector.

(2.) *Arithmetic.*

First Year (S1).—The numbers from 1 to 100. Each number should be taught by concrete examples, and the composition and grouping should

be taught in similar fashion. Application of the same numbers to very easy examples, including shillings and pence, and yards, feet, and inches, which should be taught by actual measurements made by the children themselves. The main part of the work is to be mental and oral; the written work is to be subordinated to this.

Second Year (S2).—Extension of the work of S1 to the numbers up to 1,000. The four simple rules, multipliers and divisors being confined to the numbers 1 to 12 and 20, and no numbers greater than 1,000 to be required. The pupils should understand the meaning of $\frac{1}{2}$, $\frac{1}{3}$, ... $\frac{1}{12}$, $\frac{1}{20}$, applied to easy concrete examples. Compound rules (money), multipliers and divisors not to exceed 12, and no work to be required that cannot be done mentally or orally by average children at this stage.

(3.) *Drawing and Handwork.*

The instruction in drawing and handwork should be on the following lines, but any suitable program will be accepted if it provides for sufficient instruction in free drawing, in the use of simple drawing-instruments, and in the knowledge of colour.

Free drawing (including, if practicable, free-arm drawing) with coloured crayons, chalk, brush, or pencil, in mass and in outline, of familiar natural and fashioned objects containing simple curved or straight lines, or both. (For examples see "Further Directions.") Illustrative and imaginative drawing. Elementary practice with ruler and set-squares in drawing straight lines and angles, and in setting out to given dimensions, squares, rectangles, and triangles (set-square angles), and simple combinations of these figures; and in making very simple border-patterns based thereon. Colouring outline drawings and border-patterns with chalk or with brush. Manual occupations affording opportunities for the elementary study of form (*e.g.*, modelling), and for elementary exercises with ruler and set-squares (*e.g.*, paper-work).

(4.) *Nature-study.*

In schools with more than one teacher the scheme of work in this division must include a definite set of lessons in nature-study; in smaller schools the "observation-talks" (which must, however, be based on the actual observation of the children) may suffice for this requirement.

In the second year (S2) the nature-study should include elementary geographical notions from actual observation, and the drawing of very simple plans of the class-room or school and of the playground.

(5.) *Moral Instruction and Health.*

The requirements under this head will be held to be satisfied if suitable stories and fables are treated as the matter of conversation in the English lessons. A few very simple topics coming under the head of health may be similarly treated, especially those relating to personal cleanliness, the care and use of the teeth, &c.

(6.) *Singing.*

As set out in "Further Directions" under clause XVI below, and in the Appendix.

(7.) *Physical Exercises.*

Suitable games and exercises, in accordance with the Regulations for Physical Training.

SENIOR DIVISION.

3. The following shall be the subjects of instruction in all schools for the Senior Division: (1) English, (2) arithmetic, (3) drawing and handwork, (4) nature-study and geography, (5) moral instruction, including civics, and health, (6) singing, (7) needlework (for girls), (8) physical exercises.

(1.) *English.*

(*a.*) *Speech.*—The oral work of the lower divisions is to be extended and continued, and increasing attention is to be paid to purity of speech in regard to sound and form. More definite teaching in the sound-values of the letters shall be given, and correct pronunciation, especially of the open vowel sounds, should be insisted on.

(*b.*) *Composition.*—Oral and written composition, progressively more advanced than before. The composition should include the reproduction in the children's own language, orally and in writing, of the matter contained in the poetry or prose learnt for recitation, and in other easy literary pieces, and of the subject-matter of the silent reading (paraphrase is not to be attempted), letter-writing, and, in S6, the writing of simple business letters. In S5 and S6 special regard should be given to the practical aim of securing good arrangement, brevity, clearness, and force in composition.

In all exercises of written composition suitable attention must be given to punctuation.

(i.) S3 and S4 (two years): Analysis into subject and predicate, synthesis to correspond, and variation of the form of very easy sentences; the recognition of nouns, pronouns, verbs, and of adjectives, adverbs, and of equivalent phrases by their functions in easy sentences. Correction of common errors of the spoken and the written language corresponding to this stage. Technical terms are to be used very sparingly.

(ii.) S5 and S6 (two years): Analysis of a general character, synthesis, and variation in the form of easy sentences. The recognition of the parts of speech and of equivalent phrases and clauses by their functions in easy sentences. The distinction between singular and plural, masculine and feminine, first, second, and third persons, past and present, present and future, active and passive, to be taught by their use in sentences. (Definitions are not to be required, nor, in general, abstract rules of grammar.) Further practice in the correction of errors corresponding to the above work.

(*c.*) *Reading.*—Three or more books, of which one may be the *School Journal*, one may be a book of standard selections in poetry and prose, and one at least shall be a continuous reader, to be read fluently and intelligently. In all cases the books read by the pupils of the third and fourth years (S5 and S6) shall be of greater difficulty than those used by pupils of the first and second years (S3 and S4). Where there are separate teachers for S3 and S4, at least one of the books used in S4 shall be of greater difficulty than the corresponding book used in S3; and similarly for S5 and S6.

Silent reading should form part of the work, especially in S5 and S6.

(*d.*) *Writing.*—First and second years (S3 and S4): Systematic instruction in the formation of letters and junctions, and of figures. Transcription of easy poetry or prose, including the use of the full stop, the comma, the notes of interrogation and exclamation, and the use of inverted commas.

Third and fourth years (S5 and S6): Systematic instruction with the aim of securing legible, neat, fluent, and ultimately rapid writing, with due regard to the junctions of letters and to spacing. More difficult transcription, including invoices and other commercial forms in common use, and easy tabulated matter; filling up printed forms.

(*e.*) *Spelling.*—Word-building continued, with special reference in S5 and S6 to the force of the commonest prefixes and affixes. Common homonyms.

(*f.*) *Recitation.*—150 to 200 lines of suitable standard poetry or prose.

(2.) *Arithmetic.*

(*a.*) *First Year (S3).*—The general analysis of numbers up to 1,000,000; notation and numeration of these numbers. The simple rules and their application to easy concrete examples of a familiar and practical character: the relative values of the mile, chain, yard, foot, and inch; of hours and minutes; of the day, week, and year; of the ton, hundredweight, pound, and ounce, and of the quarter and stone, to be known and applied to easy exercises, but no sum requiring a knowledge of measures of length, time, or weight to involve the use of more than two denominations. The compound rules as applied to money sums; multipliers and divisors in money sums 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.

(*b.*) *Second Year (S4).*—The simple and compound rules applied to easy concrete examples relating to money, and to the following weights and measures: avoirdupois weight, long measure (excluding poles or perches), square measure (excluding square poles or perches and roods), capacity (pint, quart, gallon, bushel, quarter), time. The methods of practice may be used in multiplication, but complicated examples thereon should not be set. Mensuration—to find the area of a square and of a rectangle with given sides, expressed in one denomination only (as in inches, or feet, or yards, but not in feet and inches, &c.). The meaning of proper fractions, with denominator not greater than 20, and of 0·1, 0·2, 0·3, and so on up to 0·9, to be known as applied to concrete examples in a simple manner. Easy tradesmen's bills. Mental arithmetic and problems adapted to this stage of progress.

(*c.*) *Third Year (S5).*—The meaning of 0·01, 0·02, &c., of 0·11, 0·12, ... 0·99, and of 0·001, 0·002, &c., to be known and applied to concrete examples in a simple manner; 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. Very easy cases of vulgar fractions (excluding complex fractions).

Mensuration of walls and floors, and other simple rectangular areas, as far as possible from actual measurements. The rood and the square pole to be known as fractional parts of the acre. The relative values of the cubic foot and cubic inch and of the cubic yard and cubic foot—to be demonstrated by models. Relative values of the kilometer, meter, decimeter, centimeter, and approximate equivalents in yards and inches. Easy examples on the foregoing.

The solving of easy practical problems by the unitary rule, by practice, and by other methods based on first principles. Bills of accounts, and discount thereon.

(*d.*) *Fourth Year (S6).*—Vulgar and decimal fractions (excluding complicated expressions and sums in recurring decimals); percentages applied to simple examples, including easy direct cases of interest, profit and loss, commission and tradesmen's discount (banker's discount, true discount, and inverse questions in percentages are excluded). The following terms in 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 and of the cylinder. Suitable mental arithmetic; shorter methods of working sums in lower classes generally.

Especial emphasis is to be laid on the importance of the oral and mental work.

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

(3.) *Drawing and Handwork.*

(i.) Drawing: It is recommended that, where the Senior Division is divided into two, three, or four separate classes, the instruction in drawing should include such work as that described below, any suitable program on these lines being accepted; but in any other case a smaller program may be drawn up, provided that sufficient instruction is given in free drawing from actual objects, in the use of simple drawing-instruments, and in the knowledge of colour.

First Two Years.—The representation with chalk, pencil, or brush of simple natural and fashioned objects (for examples see "Further Directions" under clause XVI), also of simple flat ornamental shapes cut out on a large scale in cardboard, &c., and, in S4, of circular shapes unforeshortened and then foreshortened. Memory and imaginative drawing.

The construction to given dimensions of rectilinear figures of three, four, six, and eight sides, and of circles and parts of circles. Drawing to scale in plan and elevation very simple straight-lined objects.

Elementary practice in pattern-making (with known forms as units) illustrating the principle of symmetry, and (with brush and colour) in mass filling, direct representation, without outline, of simple shapes, and colour-matching.

The instruction in drawing should be associated with suitable instruction in handwork; the free drawing with modelling in plasticine or clay, and the instrumental drawing with brick-laying, paper-work, cardboard-work, or light woodwork.

S5 and S6.—The instruction in drawing should include the representation with chalk, pencil, or brush of simple natural and fashioned objects (for examples see "Further Directions" under clause XVI), of flat shapes cut out on a large scale in cardboard, &c.; also of foreshortened rectilinear shapes leading up to the pictorial representation of simple objects; memory drawing. The free drawing should be associated, if practicable, with modelling in plasticine or clay.

Drawing to scale in plan and elevation, from the pupils' own direct measurements, simple objects based on the cube and prism, and on simple combinations of these; practical exercises involving the careful setting-out of lines and angles; use of protractor. The instrumental drawing should, in the absence of facilities for instruction in woodwork, be associated with constructive work in cardboard or some other suitable medium.

Elementary design and colour work. Only units derived from forms known to the pupils are to be employed.

(ii.) Handwork: One of the following—Woodwork, elementary agriculture, dairy-work, needlework, and, where suitable arrangements can be made, cookery and practical home science (girls).

(4.) *Nature-study and Geography.*

A graduated course for the four years should be drawn up from the topics suggested under these heads in the Appendix; but any suitable program

may be accepted by the Inspector. For boys, work preliminary to the study of agriculture is most suitable; girls should, if possible, receive some training in elementary home science. The lessons in physical geography and in health may be conveniently linked with other portions of science, and, indeed, may form part of the same program. In schools with one teacher a less ambitious program may be accepted, provided the observing and reasoning powers of the children are duly trained.

A program of work for the four years should be drawn up to include such topics as the following, which are more fully set out in the Appendix; but any suitable program may be accepted by the Inspector if it is on the lines indicated.

First Two Years (S3 and S4).—Elementary geographical notions; length of shadows at noon; cardinal points; phases of the moon; high tide and low tide (for schools near the sea); clouds; parts of a river, water and river action (treated simply). Simple plans from observation and measurement; simple models in clay, plasticine, or wet sand. The height of the sun at noon at various times of the year. Shape of the earth; apparent daily movement from east to west of the sun, moon, and stars. Map-reading applied to the map of New Zealand, especially the position of the chief mountain-ranges, river-valleys, and plains. The position of the chief towns in New Zealand, the Australian States, and their capitals; the great dominions of the British Empire; the chief races of people and their characteristic industries or occupations; the continents and great oceans. All these things should be taught not as isolated facts, but by picture and story, so as to lead the children, consciously or unconsciously, to the recognition of certain elementary principles within their comprehension connecting physical geography with the facts of human life as known to them.

Third and Fourth Years (S5 and S6).—Revision, continuation, and extension of the work of the first two years: scales of maps, and distances and areas calculated (roughly) therefrom; glaciers and the work of ice; the sea and its work; winds and currents (treated in an elementary way); coasts, rocky and otherwise; general distribution of land and water; rudimentary notions of climate. Daily rotation of earth, meridians, local time at a few important places, longitude and latitude; annual revolution of earth round the sun; approximate form of the earth; the altitude of the sun at the equinoxes and at the solstices; the inclination of the earth's axis to its orbit; the length of the day; the zones of the earth; the seasons; trade-winds, monsoons; vegetable life at different seasons and in different zones. Typical animal life in different parts of the earth. Races and their migrations. Great travellers and geographical discoveries. The chief trade routes of the world.

Natural productions of New Zealand, Australia, and other important parts of the Empire. Geographical causes of the rise and importance of the British Empire, its extent, and the position of the most important places in it. Similar knowledge (but with fewer details) of the chief countries of Europe and America, and of China and Japan.

(5.) *Health, Moral Instruction, and Civics.*

A program should be drawn up for the four years, the topics being selected from those set out in the "Further Directions" below; but any similar program may, if suitable, be accepted by the Inspector.

In the teaching of civics the practical aim of the making of good citizens is to be kept constantly in view, and the instruction should have a close connection with some of the moral instruction.

(6.) *Singing;* (7.) *Needlework.*

The general directions to be observed in the courses are set out in the "Further Directions" under clause XVI. A written program of the work in the Senior Division is to be presented to the Inspector. Suggested programs are given in the Appendix.

(8.) *Physical Training.*

This subject is to be treated as indicated in the "Further Directions" under clause XVI.

CLASS S7.

4. The following shall be the subjects of instruction for class S7 in Native schools: (1) English; (2) arithmetic; (3) civics; (4) moral instruction; (5) physical training; together with (6) one or more of the other

subjects prescribed in clause 6 of the Regulations for Free Places in Secondary Schools and District High Schools.

(1.) *English.*—More advanced work than in S6, including the study of one or more of the works of some standard author or authors—not less than eight hundred lines of poetry or two hundred pages of prose in the year, or an equivalent in poetry and prose. Essays and other composition exercises, including the reproduction, in *precis* form, of literary and other matter; very elementary commercial correspondence. Further exercise in the principles of composition, including the analysis and synthesis of sentences.

(2.) *Arithmetic.*—(*a.*) Other (indirect) cases of interest and profit and loss, and generally harder cases of sums required in S5 and S6. Compound interest; simple cases of exchange; banker's discount. 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, and easy cash account, a statement of receipts and expenditure, and 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," "cheques," "bills and promissory notes," "debit" or "credit" balance. Working of sums arising therefrom.

(3.) *Civics.*—The rights and duties of the citizens and their historical foundation.

(4.) and (5.) *Moral and Physical Instruction.*—As indicated in the "Further Directions" following.

XVI. FURTHER DIRECTIONS AND GENERAL REMARKS.

FOR GUIDANCE OF TEACHERS.

It is important that the program 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 programs 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 program 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 IV and upwards will present a full scheme, embracing not only all the subjects of the program, but so adjusted in each subject in point of range and grading as to meet all reasonable requirements. In schools of intermediate grades (Grades II and III) where the assistance provided is that of a part-time or full-time assistant, abbreviated programs in not more than three subjects may, according to circumstances, be submitted. In schools below Grade II abbreviated programs in any subjects in which a variation is permissible will be accepted.

ENGLISH.

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 program 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. Although in the definition of the work for the several standards many grammatical terms are introduced, these terms are used for the guidance of teachers, and it is not intended that any grammar shall be introduced into the course of primary instruction except for the practical end above mentioned. Technical grammatical terms should be used very sparingly indeed, and the order of instruction should be, first, from example to rule, and then from rule to example; in other words, by induction first, then by deduction. Every lesson, in short, should be a composition lesson, no lesson merely a grammar lesson. Correct speech and composition depend more on practice and habit than on a knowledge of rules of grammar and composition. The art of speaking and writing correctly is acquired by familiarity with good models, and by practice subject to criticism and correction; and, with respect to the acquisition of the art, the function of grammar is the subordinate function of criticism.

READING.

The chief objects of the instruction in reading shall be to impart to the pupils the power of fluent reading, with clear enunciation, correct pronunciation, tone, and inflexion, and expression based upon intelligent comprehension of the subject-matter; to cultivate a taste for and an appreciation of good literature; and accordingly to lead the pupils to form the habit of reading good books. The reading of such books might, indeed, well replace all other kind of home-work. There should be at least two or three reading-books in each class. The requirements in reading shall be held to be met by the use of the *School Journal*, together with continuous readers suited to each stage. Silent reading should be largely employed in the case of children in the upper classes, and some of the composition should be based thereon. Generally, the instruction in reading must be such as to secure within the limits of the pupils' ordinary school course the ability to read at sight with ease and intelligence any reading-matter suited to the age and mental development of children completing the primary stage of their education.

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.

Poetry set for recitation should, while suited to the age of the pupils, be chosen for its literary merit as well as for the interest it arouses. There is such a wealth of simple and beautiful poetry in English literature that there is no reason to select for repetition verse that is not worth the trouble of learning by heart. One of the objects in making children learn verse or prose by heart is that they may have stored up in their memory masterpieces that may develop their imagination, and may, whether the children themselves are conscious of the operation or not, mould their taste for good literature. A sufficient amount of poetry and prose, suitable for learning by heart, will be provided in the *School Journal*.

The children should have an intelligent comprehension of the poetry set for recitation, and be able to answer questions upon the subject-matter of it. In some classes the pupils might be trained to reproduce in their own words the substance of poetry previously committed to memory. These exercises link the recitation to the composition lessons.

SPELLING.

Spelling should be taught by means of systematic lessons on word-building, based on a general phonetic scheme, or on the meanings of the words, or on both principles combined. This teaching should be regularly supplemented by transcription from script and print. Dictation is a useful test, but not in itself, it should be remembered, a method of teaching

spelling. Indeed, the spelling may be judged rather from the composition and other written work than from special tests. The learning by heart of lists of spellings and meanings cannot be considered as serving any useful purpose, but children may be encouraged to bring to school lists of words and phrases that they have been unable to understand in the books read at home.

Practice in spelling, it may be added, should be given by written work alone and not by oral work.

Any spelling shall be allowed that is recognized by the Oxford English Dictionary, and, *ceteris paribus*, it is recommended generally that where this authority gives a choice the more phonetic form should be preferred; *e.g.*, recognize, rime, gram, kilogram, program, honor, labor, plow, jail, and not recognise, rhyme, gramme, kilogramme, programme, honour, labour, plough, gaol.

Writing.

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. Black-lead 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.

Arithmetic.

Ability to apply number to everyday problems is requisite for efficiency in any position of life. It is very important, therefore, that the teaching of arithmetic should be planned to strengthen this ability, and should be associated with matters familiar to the children. To a large extent the teaching should be concerned with elementary notions of form, size, and weight rather than with abstract number; in other words, it is concrete and applied arithmetic which has to be taught. If the practical and utilitarian aspects of arithmetic are constantly kept in view, it will be a much more effective instrument for developing and disciplining the intelligence of the pupils than if it is taught merely in an abstract manner. In the teaching every "rule" should in the first instance be presented in a concrete form; practical exercises in counting, measuring, and weighing should be performed by the children themselves, and the heuristic method or the method of discovery should be largely used. Cardboard coins may be freely used when money sums are first introduced. In the highest classes the practical work should be associated with mensuration, with drawing to scale, and, as far as possible, with handwork; at the same time, where appropriate, the use of graphs and graphical methods should be encouraged.

Although the pupils should know before they leave school that 1 rood $= \frac{1}{4}$ acre, and 1 square pole $= \frac{1}{40}$ rood (as these measures are used in describing the area of land), yet the reduction of square yards to poles, or *vice versa*, need not be taught—the time can be much more usefully employed. The meaning of decimal fractions should be introduced gradually—at first, 0·1, 0·2, 0·3, &c., of a pound sterling, of a meter, of a ton, of a mile, &c., may be known respectively as 1 florin, 2 florins, 3 florins, &c.; as 1 decimeter, 2 decimeters, 3 decimeters, &c.; as 2 cwt., 4 cwt., 6 cwt., &c.; as 8 chains, 16 chains, 34 chains, &c.: then 0·01, 0·02. . . . 0·99 may easily be taught by division of the meter into centimeters, and in like manner suitable concrete examples may be taken for 0·001, &c. The reduction at sight of decimals of a pound to shillings and pence, and *vice versa*, will enable the pupils to appreciate rapidly the meaning of decimals; and one of the chief uses of the metric units will be to afford easy concrete examples of decimal fractions.

The following figures will give sufficiently near approximations for the equivalents in English measures of the metric standards: 1 kilometer = 1,100 yd., 1 meter = 40 in., 1 decimeter = 4 in., 1 centimeter = $\frac{2}{5}$ in. or 0·4 in.; 1 kilogram (kilo) = 2·2 lb., 1 gram = 0·035 oz., or 1 ounce = 28 grams; 1 liter = $1\frac{3}{4}$ pints. In S6 algebraic and graphic methods may be used where the solution is thereby made shorter or easier. (By the suggestion that algebraic methods may be used it is not intended that a course in algebra should be attempted, but that the use of algebraic symbols—*e.g.*,

the use of x instead of long verbal phrases—and the expression of an arithmetical statement in the form of a simple equation may often make a question easier both to understand and to solve.)

At all stages in the elementary school the "mental" and oral work should, as far as the staffing and the circumstances of the school permit, predominate over the written "sums," the written work being designed mainly to teach the child to express clearly the several steps in his calculations, and thus to lead to clear thinking, and also at the latter stages to enable him to solve questions involving somewhat higher numbers than the ordinary child can manage without the aid of paper. There is, however, no reason why in all the classes of the Junior and Senior Divisions children should not be required to write down the answers to the sums done "mentally," and at all stages to write down as "tables" the facts they have learnt from their practical work in counting and measuring. No question should be set in any class that could not arise in actual everyday life, or that is far removed from the experience of the child.

Accuracy in arithmetical calculations is, of course, of prime importance in the practical affairs of life, and quickness comes next; there is no royal road for acquiring accuracy and quickness: the real secret of both is to be found in constant practice in the use of numbers within the comprehension of the child, applied to questions on such matters as might arise in actual everyday life. As every teacher is aware, there is no known substitute for this constant practice.

DRAWING AND HANDWORK.

The instruction in drawing should be directed to the cultivation of the pupil's power of graphic expression. Since complete graphic expression calls for careful observation, critical judgment, and some degree of manual dexterity, it should be the aim of the teacher to lead the pupils through practice and experience to observe accurately, and to record as faithfully and as truly as possible the results of their observations. To this end the instruction should from the first be correlated as far as practicable with other subjects of the school course, and with modelling in clay or plasticine and other forms of educational handwork. No explanation of any real form should be considered thoroughly satisfactory unless accompanied by an intelligent drawing. In other words, drawing is to be regarded as a means of assisting expression in the child's daily life and study, and should for this purpose be taught as a language rather than as an art. At the same time every effort should be made—*e.g.*, in connexion with nature-study—to arouse in children an appreciation and love of beauty in form and colour.

With a view to stimulate and cultivate the inventive and imaginative powers, the pupils, especially in the lower classes, should be encouraged to illustrate stories and incidents with which they are familiar, to make sketches of things in which they are interested, and to make drawings from their own imagination.

In all classes free drawing is to be practised. The pupils' drawings, whether on wall or desk boards, on brown, tinted, or white paper, whether carried out in coloured crayons, chalk, pencil, or water colour, whether in mass or outline, light and shade or colour, should be direct representations of natural and fashioned objects. Since nothing should be allowed to come between the pupil and what he is representing, diagrams and copies either drawn or printed should be used but sparingly, and wherever practicable avoided altogether. The pupil's record of what he sees should be the result of his own impressions, not those of some one else. Blackboard sketches and drawings by the teacher should be confined to illustrations of methods and principles, and should not take the form of diagrams to be copied or to show pupils what they ought to see. The use of the slate and slate-pencil for exercises in drawing should be discouraged. The brush should be regarded from the first as a drawing-instrument. Brush drawing should not be treated as a thing apart from the ordinary drawing-lesson. The representation with the brush of meaningless forms should be avoided.

The objects for representation should be selected with due regard to the end in view and to the capacities of the pupils. Throughout the course the principle of proceeding from the greater to the smaller, and from the simple to the complex, should ever be borne in mind. The selection made must include both natural and fashioned objects in about equal proportions. In the selection of natural objects a seasonal or some other rational order should be followed with the view of arousing and sustaining the pupils' interest. In the selection of fashioned objects preference should be given to those that are simple, interesting, within the experience of the children, and fashioned for some actual purpose in life apart from the drawing-lesson.

The following, among others, may be regarded as suitable objects for study in the Junior and Senior Divisions respectively:—

Junior Division.—Coloured beads or buttons (in groups), skipping-rope, hoop, wooden spoon, gridiron, wire netting, envelope, slate, kite, knife, axe, football, toy flags, toy animals, ninepin, bow and arrow, horse-shoe, carrot, plum, apple, unserrated leaves, pansy, daffodil.

Senior Division.—S3 and S4: Picture and photo frames, toasting-fork, fan, croquet-mallet, spade, broom, cricket-bat, tennis-racquet, school-bag, tambourine, basin, wood-shaving, clock-spring, bag of sugar, lantern, serrated and subdivided leaves, sprays of three or four leaves, twigs and small boughs, buds, blossoms, berries, fruits, feathers, shells, butterflies, fish.

S5 and S6: Bottle and vase forms, school bell, paper scroll, boot, hat, linen cuff, flower-pot, toy yacht, brief-bag, Indian club, Japanese umbrella, dorothy bag, draped shawl or curtain, doll, woodwork and garden tools, kitchen utensils, simple science apparatus, feathers, insects, fish and other animal forms, shells, fern and palm leaves, grasses and rushes, celery and rhubarb sticks, fruits and vegetables generally.

The course in drawing should provide for some elementary practice in colour-discrimination, colour-matching, and colour-harmony.

With the view of providing further opportunities for the cultivation of taste in form and colour, and of enabling pupils to gain an elementary knowledge of the laws of arrangement, simple exercises in space-filling and the formation of patterns should find a place in the course of drawing for each standard. Exercises in elementary design, which may be regarded as affording opportunities for the application by the pupil of his knowledge of form and colour to decorative purposes, should be worked in conjunction with the exercises in free drawing. Pupils, indeed, should be taught to regard each exercise in drawing as an exercise in composition and space-filling. Some attention should be given to lettering, especially block and Roman lettering.

Opportunities for suitable practice, adapted to the capacities of the pupils, in the manipulation and use of rulers, set-squares, compasses, and protractors are to be afforded throughout the course. Drawing with these instruments should include easy exercises in the accurate setting-out of lines, angles, and simple geometrical figures, drawing to scale in plan and elevation, and very easy exercises in solid geometry. All drawings to scale should invariably be done from actual measurements made by the pupils themselves. The instrumental drawing should be associated as far as possible with the practical work in arithmetic and with constructive work in paper, cardboard, wood, &c.

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.

(a.) *Woodwork.*

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.

(b.) *Elementary Practical Agriculture.*

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 Appendix ("Elementary Science in Country Schools") and in the Department's Special Report on Educational Subjects, No. 6, "Rural Science and Nature-study," a copy of which has been 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 minimizing 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.

(c.) *Domestic Duties.*

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.

Suggestions for a course of instruction will be found in the Appendix.

NATURE-STUDY.

The 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?" Even should it not be possible, as in small schools under the charge of one teacher, to assign to nature-study a separate place on the time-table, and by means of lessons on objects, on natural history, and in elementary science to give a definite course of instruction of this kind, yet the idea and spirit of it may be carried out in other ways. The most important parts of the lessons on geography may be thus described; some of the best subjects for exercises in oral or written composition 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 serve as vehicles for nature-study and thereby gain an added interest. In short, there is hardly any subject in the school course into the teaching of which the ideas that underlie nature-study may not enter.

In schools of Grade 4 and higher grades, where it is expected that provision shall be made for a definite course of nature-study or elementary science, the remarks just made apply with equal force; even the handwork, which may seem at first to compete with it for a place on the time-table, will be found to give material aid to nature-study. This will be most clearly seen in those branches of handwork which are of the character of applied science, such as agriculture, cottage-gardening, dairy-work, for which the habits of careful observation acquired in nature-study are the only sound foundation.

It would be well, therefore, for the teacher, when drawing up the program of work in the several subjects of the syllabus, to have in mind a scheme of nature-study, and the various parts of the instruction should be so co-ordinated as to pursue this scheme continuously throughout the school course.

Nothing can 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.

There is no difference in the aims of what is here called "elementary science" and what is called "nature-study"; both are intended to give the children the beginnings of scientific method rather than to teach them a systematic science.

In schools with two or more teachers the head teacher shall draw up and show to the Inspector a program of a definite course in nature-study and elementary science taken in the Junior and Senior Divisions.

Suggestions for drawing up programs in nature-study and elementary science will be found in the Appendix.

GEOGRAPHY.

Physical Geography.

This part of the subject should be based as far as possible upon the actual observation of natural phenomena by the children; where the actual phenomena themselves do not come within the range of the children's observation, models should be used if possible. Pictures rank next in value to models. Models of wet sand or clay or plasticine form an extremely useful means of instruction, and in most cases it will be an advantage for the children to make such models themselves, either from their own observation or from the teacher's copy. Carefully selected pictures taken in conjunction with maps form a good vehicle for lessons on subjects lying more or less outside the children's experience. The more remote the place, or the less familiar the subject, the more necessary is the use of pictures or of other auxiliaries. (Various series of hand-pictures for class use are issued free to schools by the Education Department.) The children should be taught to make maps or plans of the district from their own measurements, increasing in exactness from year to year, with a view to making them understand how maps are made. As an instance of what is meant, the children in the early stages might be taught to measure approximately, by pacing, the length and breadth of the playground, the distance from their homes or other well-known points to the school, &c.

The mathematical geography will be of far more value if it is based upon actual measurement and observation, and if drawings and models are made to illustrate the facts observed, so that the children may gain thereby clear conceptions of the daily and yearly movements of the earth, of the seasons, and of such phenomena as tides and eclipses. The action of rivers can be studied from nature in the neighbourhood of almost every school, and even the effect of a shower of rain as seen in the playground or the public road may be utilized for this purpose. The action of the sea and of ice and snow may in some cases be learnt first-hand; if that is not possible, models and pictures should be used.

Some of the physical phenomena lend themselves to illustration by experiments—*e.g.*, the fact that warm water floats upon cold water, and that a block of ice floats in water with the greater part of its bulk below the level of the surface of the water; the most obvious facts in regard to evaporation and the condensation of vapour on a cold surface; and so on.

Simple weather-records should be kept in every school, and should lead up to an elementary treatment of the climate of various parts of the earth. The chief minerals, plants, and animals of various countries should be known, a collection of pictures and a school museum being useful adjuncts in this connexion.

As in the case of other portions of nature-study, the teaching should have reference to the surroundings of the school, and the scheme of work should be drawn up accordingly. The suggestions in the Appendix will indicate the kind of work that is intended to be done under this head, but any suitable program may be accepted by the Inspector.

Political Geography.

As physical geography is a part of nature-study, so political, social, and commercial geography is one of the most important branches of humanistic study in the school, akin in its effect to the study of history, and probably easier in many ways for the children to grasp. The object should be to

give the children a knowledge of the British Empire and of the chief foreign countries, so as to arouse an intelligent interest in human life in its varied aspects, and to show, as far as it is possible for the minds of the children to see it, the connexion between natural conditions on the earth's surface and the civilization of man. Here again pictures form a most valuable means of instruction; stories of travel (especially if well illustrated) and school museums serve useful purposes also. Globes and good maps should be used constantly, and the pupils should acquire the habit of making their own simple sketch-maps, and of drawing maps to scale. Elaborate copies of maps in detail, however, are more or less waste of time. The lessons in geography should not be used as an exercise of the memory; the most important facts will be remembered easily if the interest of the children is truly awakened.

The range of geography is so wide that it is absolutely essential that each school and each teacher should have a program of work indicating clearly the ground intended to be covered in this subject; neither portion of the subject—physical geography or political geography—is to be neglected.

Topics of physical, mathematical, and political geography from which suitable programs may be drawn up are suggested in the Appendix.

Moral and Civic Instruction.

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 ideas 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.

Laws of Health.

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 J. H. Pope, a useful text-book on the laws of health as applied to Maoris.

Singing.

The purposes of the singing-lessons, and of the singing-exercises practised in the schools, are—

(*a.*) By wisely chosen songs to awaken the imagination, and widen the capacity for emotion, while subjecting expression to artistic restraint:

(*b.*) To cultivate the musical ear and the love of sweet sounds, and to train the pupils in the use of the melodious tones in their voices:

(*c.*) To give some practical elementary knowledge of musical notation, and thus lay a foundation for further musical progress:

(*d.*) To develop musical taste, by the singing of appropriate melodies, aided by suggestion from the teacher.

Notation.—It is most important that the teaching of singing should include instruction of a progressive character in the elements of musical knowledge, so far as is necessary to enable the pupils to read music and to sing by notes instead of by ear. No training in singing by ear, however good the songs may be, can lead to any development of the power of musical expression or to a growing comprehension of music, and in so far as pupils are unable to read music their elementary musical knowledge must be regarded as incomplete. For the special purpose of teaching children to read simple music, the value of the tonic sol-fa notation can hardly be placed too high. In the upper classes of a school where music is made a special feature and where the lower stages of the work have been mastered, the tonic sol-fa notation might merge into the staff notation. It should be observed that the two notations do not conflict with each other. Wholly to discard the tonic sol-fa notation is inadvisable: if both are used, the one should be made to serve as a stepping-stone to the other.

Breathing-exercises.—Breathing is the motor power of singing, and correct breathing should be the first step, for upon it good tone largely depends. Systematic practice, therefore, should be given in breathing-exercises, which should be preliminary to other forms of musical exercise until fair power of breathing-control has been gained. The chief points to be observed in these exercises are that the breathing should be diaphragmatic, that the shoulders should not be raised, and that the waist should not be unduly distended. In the upper classes practice in the power of the retention of the breath should be developed. The pupils may be instructed to take a slow inspiration, and to make a slow expiration, while the teacher counts, say, to six. After a little practice the time may be extended. In all cases the breathing should be through the nostrils. Care must be taken not to confound breathing-exercises for the purposes herein stated with breathing-exercises as prescribed for a course of general physical training.

Voice Exercises.—The purpose of these exercises is to produce a tone that is clear, mellow, and resonant, and the power to sing without strain. A "forward" production of the voice should be aimed at. The tone must be produced from the front part of the mouth, against the upper teeth, as it were. In these exercises the pupils should sing the scales downwards to the syllables *coo*, *loo*, *aw*, practised softly and slowly, the most suitable scales being E, E flat, D, D flat, and C, practised in that order. In the higher classes the syllable *ah* may be used. This, the finest of vowel-sounds, requires to be introduced carefully, for unless the tone is properly "placed"—that is, well forward—it will show a nasal quality. The teacher must listen carefully for any faulty production, which will manifest itself in a nasal, "throaty," or "woolly" tone, and in faulty intonation.

The position of the body has a great deal to do with good tone-production. The lungs must have freedom to work, therefore the position should be upright. A cramped position, feet crossed, or lounging, are quite out of place; the head should be upright with shoulders back. The mouth and throat should be freely open, and the tongue should be trained to lie flat: there should be no gasping, or heaving of the chest, when breath is required.

The "Break" in Voice.—The voices of almost all children have a "break" about the middle F. This is due to the change of register. Below the middle F all children's voices are, in their "raw" state, in the chest register. Generally speaking, children, when singing, should never use the chest register. If they are allowed to do so the chest register will be carried, probably, far beyond its safe limits, and will bring about a condition of vocal strain. For this reason, as well as that the tone from the head register is better and free from risk to the voice, the head register should be exclusively used by all pupils in the primary schools.

If the "break" is not properly treated, voice-strain, poor tone, and inability to sing in tune will result. By the foregoing voice exercises on the descending scales the head register will be carried over the break, and the tones of the chest register will be rendered unnecessary.

It is well established that practically there are no alto voices among young children, and therefore school singing for the younger pupils should not be on notes lower than C. The voices of all above the infant classes should be divided into first and second trebles.

A mistake is often made in pitching school songs too low, and thus carrying the chest register up. Too much emphasis cannot be laid on the statement that upward exercises should be by leaps, downward exercises by smaller intervals. The part-singing should be so arranged that in two-part songs the divisions should take the upper and lower parts alternately, the lower part being learned first.

Children with defective "musical" ears should be sorted out and placed in front of the class to listen. They should be tested from time to time, and drafted into the singing sections as the "ear" develops.

Modulator Practice.—This should be systematic and purposeful; mere wandering up and down the scale without a definite object in view is a waste of time. Teachers should know exactly what they wish to teach, and should prepare their exercises accordingly. There should be no excessive use of the modulator, and its use should always be followed by ear-tests and other direct calls upon the musical faculties. Individual singing practice by the children should be encouraged.

Ear Exercises.—These should be given freely with the purpose of developing in the pupils the power to think musically. To this end it may be desirable to suggest terms and expressions, such as that one interval of the scale is "strong," another "sad," &c.; in other words, what is known as the mental effects of the intervals. Teachers should note that in training the ear *time* as well as *tune* (pitch) is involved. Time is determining the exact duration of the note sung; tune or pitch is determining the place the sound has in the scale. Whether time-words hand-signs, or counting are used as aids, they should be associated with exercises appealing to the mental faculties of the pupils. Dictation exercises for both time and tune, at first separately, then combined, should be given occasionally.

Time Exercises.—These should be practised with the sol-fa time-names, or with ordinary numerals. Two-beat (pulse), three-beat, four-beat measures should be practised. When the exercises are known, they should be sung to the syllable *lah*. Free use should be made of rests—silence; the absence of a sound—a rest—makes the length of the other sounds more easily grasped.

Sight Singing.—In the teaching of sight singing a musical effect should always be aimed at. Exercises, even those with scales and intervals, may be made interesting if beauty of tone and clean attack and release are insisted upon. Sight singing should include "leaps" taught from the modulator, and simple phrases and melodies.

Pronunciation and Enunciation.—The tone of singing depends upon the vowel-sounds; all vowel-sounds should be broad and free from nasal or "reedy" suggestion. The production of pure vowel-sounds and soft tone may be developed by sustained notes on *oo, oh, ah, ay, ee*. Consonants are easier, but they require to be carefully produced. Special attention should be paid to the letters *t, d, m, n*, and the final *g*. Exercises on *foo, loo, too* would be found useful; the syllables to be sung staccato and many times in succession.

The Choice of Songs.—Songs should be chosen both for their musical and for their technical value. Pupils in the lower divisions should sing mostly in unison with an occasional essay into round and two-part songs. At all times the tone, whether loud or soft, should be of pleasing quality. Before a new song is taught the teacher should look to its general character, as the musical setting of a poetic idea. If its general character is forceful, accents will be the leading feature; if the reverse, expressive tone and changes of tone will be a marked characteristic. The chosen songs will often be suitable for lessons in reading or recitation, and the training in proper breathing and the accurate production of speech-sounds will be as valuable aids to good speaking as they are to sweet singing. A child's speaking voice should indeed be made musical no less than his singing voice.

Good results can be expected only if a short time is given to singing each day, and a few minutes daily will be far more fruitful than one or two half-hours each week. With from ten to fifteen minutes each day excellent results should be obtained, and this should be the minimum time, considering the importance of the subject. The introduction of two or three minutes' singing at the end of each lesson is recommended.

Suggestions for a course of instruction will be found in the Appendix.

Needlework.

Needlework should be so taught as to secure a practical knowledge of sewing, cutting-out, and making ordinary garments, together with mending and darning. Exercises on small pieces of material should be used only for learning different kinds of stitches. At all stages the periodical construction and completion of some useful article by the scholars should

be aimed at. At the same time the educational value of needlework as a form of hand-and-eye training must be kept in view, as well as its practical value.

Special care should be taken to avoid all conditions unfavourable to eyesight. In no case should materials and stitches be so fine as to strain the children's eyesight. Children of weak eyesight should not be given any exercise that would be injurious to their eyes, and in serious cases they should not be expected to do sewing at all.

Throughout the classes pupils should be taught to measure the quantities of material required for garments: they should learn the price per yard, and calculate the cost of each article made. In the upper classes the instruction should be amplified by lessons given in the selection of materials, in which it should be pointed out that the lowest-priced material, if it would fade or shrink, or not allow of "turning," would not be the most economical. By this means habits of thrift may be acquired.

"Cutting out" should be done on some principle of proportion. 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, though it must not be merely mechanical.

Fancy-work of various kinds is not required, but girls who show proficiency in plain sewing, and have finished their garments for the year, may be allowed to do smocking or to ornament their work in other ways with feather-stitching, braiding, or other simple forms of decorative needlework. Their aesthetic taste may thus be cultivated, and the needlework correlated to some extent with art-work.

In general, it is to be constantly borne in mind that no opportunity should be lost of correlating sewing with other subjects of the school course; that the sewing-lessons should be such as to establish closer relations between the home and the school, the articles selected for making being such as have some relation to the child's need at home or at school; that the article should be simple and not such as to demand too long an application of the children's attention, and that in all cases the necessary cutting and fixing, to secure a proper educational result, must be done by the children themselves, and not by others for them.

Suggestions for a course of instruction will be found in the Appendix.

PHYSICAL TRAINING.

This should include organized games involving free movement, breathing-exercises, and other physical exercises, as prescribed in the regulations for physical training.

At all times the teacher should see that the children breathe correctly and adopt natural and correct postures, and that the physical condition of the class-rooms and playgrounds is such as to encourage healthy bodily development. When the weather-conditions and other circumstances are favourable many of the class-lessons may be taken in the open air; the windows of the class-rooms should be wide open whenever this is possible; full ventilation should be secured at all times, and at every interval the air of the rooms should be fully flushed.

APPENDIX.

SUGGESTIONS FOR COURSES IN VARIOUS SUBJECTS.

[The contents of this Appendix may from time to time be modified or expanded, and other subjects may be included for the information and guidance of teachers as the Minister of Education may direct.]

GEOGRAPHY.

JUNIOR DIVISION.

In all schools the nature-study lessons and observation-talks in the Junior Division should include some topics bearing on geography. Where S2 has a separate teacher the following list of topics will give an indication of the kind of work that may be done at this stage; much of it may be done where the Junior Division has only one teacher.

Elementary geographical notions are to be taught as far as possible from actual observation—*e.g.*, the nature of hills, plains, valleys, rivers; also of lakes, bays and gulfs, straits, islands, peninsulas, if examples 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, say, by a post in the playground at different times of the day; the rough determination of the north and south line and of the east

and west points; the position of the school and class-room, and of buildings and other objects visible from the playground, with reference to the cardinal points; the direction of the wind on different days, and whether a given wind brings rain, is hot or cold; the snow upon the mountains and lower hills, whether always seen or not; the distinction between clay, sand, and other very common rocks.

First lessons might be given in the playground, or the roadside near the school, upon the action of water running down a gentle slope to form streamlets, streams, and rivers. 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 upon 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.

The children should be taught to make plans, first full-size, of wooden blocks or bricks, books, ink-pots, &c.; then plans, roughly to scale, from their own measurements of desks, tables, the class-room, the school, the playground; and the drawing of plans might be extended to such portions of the district within, say, three or four miles of the school as come within the common knowledge of the children. The direction of one or two of the nearest towns should be known, and a plan or simple map should be drawn upon the blackboard to show the relative position of these towns with reference to the school. All plans should be drawn in the first instance with the blackboard, slate, or paper in a horizontal position. (The drawing of plans may be very conveniently co-ordinated with the lessons in "brick-building" if this is taken as part of the course in "handwork.")

The geography indicated above is, strictly speaking, a part of nature-study, and should be treated accordingly.

Senior Division.

Physical and Mathematical Geography.

First Year (S3).—The elementary geographical notions should be taught, or, if geography has been taken in S2, be extended as far as possible from actual observation (or, where this means cannot be used, from pictures), models and plans being constructed by the teacher and the children. The children should also be taught to observe the length of the shadow of a post at noon at different times of the year, noon being the time on any given day at which the shadow is shortest, and at which, therefore, the sun is highest in the sky (with indoor illustration of the same principle by the shadow of any object cast by a lamp or candle held at different heights); the more exact position of the north and south line, being the direction of the shadow at noon (the north and south line when found should be marked by two wooden pegs in the playground and by two brass nails in the class-room); the directions N.E., S.W., N.W., S.E., &c.; the compass, the fact being observed that the north and south ends of the needle point to the east and west respectively of the north and south line; the phases of the moon, and the number of days from new moon to new moon, from new moon to full moon, and from full moon to full moon; if the children live near the sea they should know, further, the time of high tide and low tide, and the interval between high tide and high tide, or low tide and low tide, or high tide and low tide; the chief forms of clouds—the "feather-cloud" (cirrus), the "heap-cloud" (cumulus), the "sheet-cloud" (stratus), the "rain-cloud" (nimbus); the most common birds, plants, and insects found near the school; the fact that water sinks very quickly through sand but not through clay.

Further lessons might be given outside on the action of water and the drainage of the earth's surface; river channel, source, mouth, tributary, wearing-away or denudation of the surface and deposition of alluvium (the terms "denudation," "deposition," "alluvium," need not necessarily be used); the formation of deltas.

More extended and more accurate plans of the neighbourhood should be drawn to scale, observations and measurements being made by the children. There should be in every school a map, on a large scale, of the town or district, and a map of the education district or of the provincial district in which the school is situated. The children should know three or four of the most important places and geographical features within that district; but it is not desirable that any name should be known merely as "a name on the map": every name (and this is true throughout the whole course in geography) should be introduced to illustrate some principle, or in association with some interesting fact. Pictures of places or geographical features not known to the children should always be used, if available. The map of the district should be laid flat upon the ground

with its north towards the true north, and the children should be led to connect the information it gives with the knowledge they have already acquired and with the plans they have drawn. This method might then be extended to the map of New Zealand, the positions of, say, twelve places in other parts of the Dominion being known in relation to the education or provincial district in which the school is situated.

Second Year (S4).—The work is to be extended—*e.g.*, the action of rain and of rivers should be more fully treated, especially as regards denudation of the earth's surface, and the deposition of alluvium in the lower course of a river, or at the inside of a bend in its course or at its mouth, and the formation of bars and deltas.

The relative rapidity with which, or the order in which, pebbles, sand, and clay are deposited may be observed from experiment, or from the action that takes place in a pool, in a small stream, or by cutting a section with a spade through the sediment left in a large puddle (the section, of course, should be cut when the water has run off or evaporated); or experiments might be made in the playground, or with a wooden tray and clay, sand, and shingle, as suggested above.

A fairly complete study should be made of some river known to the class or to most of the individuals in it; comparison should then be made between this river and two or three other rivers in New Zealand, and also, if pictures can be obtained, between the given river and, say, one river in each of the great continents.

The children should then infer from the map of New Zealand the general slope of the surface, and could construct rough relief maps of the North and of the South Island. The same process might be applied in a general way to the continents, of which, also, very rough relief maps could be made.

The process of evaporation should be demonstrated practically—first, rapid evaporation, as when water is boiled; next, slow evaporation, as of a small quantity of water in a saucer in front of a fire, or in the sunshine, or even anywhere in comparatively dry air; next, the formation of vapour clouds, the deposit of water on cold surfaces, the formation of dew, &c.

Plans of the playground may again be drawn, and distances and areas calculated therefrom. This should be followed by the drawing of more extensive and more accurate plans of the district around the school than have been made in S3; the rough measurement of distances might be computed therefrom.

The following work may be done either in this class or in S5: By means of an upright stick, post, or block, the children might be taught to find the altitude to the nearest degree of the sun, at noon at the equinoxes and at the solstices; to note approximately the length of day and night, checking their observations by reference to the times of sunrise and sunset as given in any almanac.

Some very useful work might be done in the direction of the discovery by the children from their observations of the nature of the movements of the earth and of its form. It would, for instance, be quite possible for children at this stage to be taught to recognize a few of the brightest stars, to notice that those in the northern sky, on any given evening, seem to be moving from right to left, and that the Southern Cross seems to be turning round in the same direction as the hands of a clock. Hence, by a general but simple inference they might be led to the idea of the daily rotation of the earth. There should be no attempt to hurry the process; there should be observations taken by the children themselves during the winter months, and the conclusion should be formulated when their minds are ready for it.

If an eclipse of the moon visible in New Zealand occurs, the opportunity should not be missed of showing the children, by lessons beforehand upon shadows, and lessons afterwards upon what was seen during the eclipse, what is really for children probably the best proof of the earth's rotundity.

Map-reading and Physical Geography.

Third Year (S5).—The scale of the wall-map of New Zealand used in the school compared with the scale of the map of the district; the scale of the map of New Zealand in an atlas or geographical reader. A few distances may be computed from the map of New Zealand, and also, roughly, the areas of the North and South Islands, and of the whole Dominion. Either in this class or in S6 the process may be extended so as to give clear ideas as to the distance of New Zealand from Australia, Fiji, &c.; the extent and area of Australia, &c. First ideas (to be further extended in S6) about glaciers and the work of ice; the sea and its work; tides; winds and currents; coasts, rocky and otherwise; capes. General distribution of land and water on the surface of the globe; the land hemisphere; the water hemisphere. The mountain and river systems, in outline, of some one continent.

Fourth Year (S6).—The scale of maps generally, illustrated by some one or two maps, as of England, Australia, India; distances and areas computed therefrom; a few distances measured on the globe. Ice; experiments with ice; temperature of melting ice; volume and density of ice; fracture of rocks; easy to make two surfaces of ice freeze together, &c.; snow; glaciers; the work of ice in shaping the surface of the land; icebergs. Formation of deltas and alluvial plains—*e.g.*, the Canterbury Plains. Winds, more fully than in S5. Radiation; specific heat of water and air; the principal causes of the differences of climates; continental climates; island climates. Rise and fall of the land-surface; earthquakes; volcanoes.

The following portions of mathematical and physical geography should be taken in a connected logical order, but the lessons may be spread over the third and fourth years of the Senior Division (S5 and S6) in some such way as is indicated below. The instruction may be founded in every case directly upon observation and experiment, inferences from which should be explained by means of globes and other models, and by diagrams. Should teachers from any cause, however, find themselves unable to base their teaching directly upon the observation of the stars and other phenomena, simple models may be used and diagrams drawn therefrom; in no case can the teaching of mathematical geography be regarded as satisfactory if it is taught from books and diagrams alone.

The common "proofs" that the earth is nearly spherical may be used—as, by inference, from what is seen when ships go away from land; the circular form of the offing or horizon; the shape of the earth's shadow on the moon; the circumnavigation of the world.

The movements of the earth should be explained in a simple way; if the children have not done the work suggested in S4, intended to convince them of the daily rotation of the earth, they should do it now. They should be led to infer the daily rotation of the earth from their own observation of the sun and moon and of stars in the northern and southern skies. The reason for the differences of local time may easily be inferred from the fact of the earth's rotation, as it is always noon on the meridian directly under the sun. With the aid of two globes, one for the earth and one for the sun, it may be shown that if the earth moves round the sun during the year the part of the heavens seen at night will vary according to the time of year. Hence the observed fact that different stars are seen on or near the meridian in the northern sky at different times of the year (say, at 8 p.m.) will lead to the inference that the earth does move round the sun. (Useful stars for this purpose are the constellation of Orion, first week in February, 40 degrees to 60 degrees above the northern horizon; Sirius, the brightest star in the sky, end of February, high up; Regulus, in the constellation Leo, fourth week in April, in lower part of northern sky; the bright star Antares, in the constellation Scorpio, end of July, high up in the sky; Altair, in the constellation Aquila, middle of September, lower part of sky.)

The children should be taught how to identify the chief stars and star-groups in the southern sky, such as the "Pointers" in Centaurus, the Southern Cross, Canopus, and Achernar. They may then be led to see from their own observation that a point in the sky about half-way between Achernar and the Southern Cross is always over the same house or tree or other terrestrial object, and at the same height. If the globe representing the earth be fitted with an axis, it may easily be shown that the axis must always point nearly in the same direction.

Using the observed facts that the altitude of the sun is much greater in summer than in winter, and employing the models already referred to, the teacher can readily explain that the axis of the earth is not at right angles, but is tilted to the plane of its orbit. If a small piece of paper be fixed on the globe to mark the position of the school, and the globe made to revolve (keeping the southern pole uppermost), the length of time the paper is visible from the position of the sun will explain the varying length of the day at different times of the year. The actual length of the day should be observed, and should also be calculated from the times of sunrise and sunset given in an almanac. The six months' night at the poles may be explained from the models.

The explanation of the seasons naturally follows. The mean temperature at different times of the year should be found. It is recommended that the temperature in the shade should be recorded each day (say, at 9 a.m., at noon, and at 3 p.m., or, if possible, at 5 p.m.), and also the temperature in the sun at noon; and that the corresponding mean temperatures for each week and each month should then be found.

Each teacher must decide for himself whether he can clearly and usefully cover the whole of the ground indicated above. It is absolutely essential that the various steps should be taken at reasonable intervals,

time being allowed for observations to be repeated and for the meaning of observations taken to be grasped by the minds of the children. Each of the observations suggested occupies only a comparatively short time. But no attempt should be made to teach mathematical geography in one series of lessons in a few days, or even weeks or months. The rule must be, strictly, one step at a time; and at every step co-ordination should be made with matters of direct human interest. The explanations cannot be given effectively without the use of a globe or ball, and it would be of great service if each child or pair of children had a small globe for the earth, with another globe or ball to represent the sun. Most of the work is, of course, of such a nature that children in a primary school cannot be expected to give formal written answers to questions upon it; all examinations should therefore be taken orally, with the models actually before the class.

Political Geography or Social and Commercial Geography.

Unless step by step throughout the course the lessons in physical and mathematical geography are linked with the lessons in social and commercial geography the former will be to a large extent aimless, and without real human interest to most of the children. This part of the subject should therefore be taken in each year of the Senior Division—indeed, it should be begun, in the form of simple stories of travel and adventure told by the teacher, in the Junior Division. If geographical readers are used, the reading-lessons should be explained fully by the aid of maps, and, where possible, of pictures and other accessories.

The course should consist of lessons on some of the following subjects, as shown in the program presented by the teacher in accordance with the syllabus.

New Zealand: (1.) Its natural productions of geographical or commercial interest—*e.g.*, ores and minerals, rocks, insects; birds and other animals; plants, native and introduced. (2.) Influence of the position, soil, climate, and natural productions of New Zealand upon the occupations, trade, and general life of the people; internal and external communication.

The five zones; their climate; animals and plants characteristic of each—*e.g.*, regions of pines, rye, wheat, maize, rice, and also of gooseberries, apples, vines, figs, oranges, bananas, palms, pineapples, dates, coconuts; habitat of the polar bear, reindeer, whale, buffalo, camel, elephant, lion, tiger, ostrich, and also of the kangaroo, crocodile, seal, herring, cod, penguin, shark, humming-bird.

Alluvial plains and valleys; areas of cultivation on the world's surface; wheat and chief wheat-producing countries; other articles of food-supply—*e.g.*, maize, rice, meat, fish, butter and cheese, sugar, tea, coffee, fruits, &c.

Coal, iron, gold, silver, petroleum: where found; effect on manufactures, industries, and prosperity of various countries.

Cotton, wool, silk: where most largely produced and manufactured. Other important animal products, such as leather, ivory, &c.

Timber, different kinds of; other vegetable productions, indiarubber, &c.

The different races of men, and where they live; their houses; degree of civilization; effect of climate and other physical conditions of civilization; migrations of races—*e.g.*, English, Turks, Arabs; European colonies; a few typical examples of the connexion between history and geography—*e.g.*, discovery of America, independence of the Swiss, migrations of the Danes; chief lines of trade and communication in the world, oceanic, river, and continental; influence of winds, &c., on trade routes; effect of the distribution of land and water upon trade and trade-centres; influence of rapid steamships and ocean cables in modifying this.

Influence of position upon importance of towns, whether situated at mouths of rivers, at head of navigation of large rivers, on large lakes or natural harbours, on lines of communication, on coalfields, &c.

Geographical causes of the rise and importance of the British Empire.

Notable travellers and geographical discoveries.

The object of the course sketched out here is to show, as far as it is possible for the minds of the children to see it, the connexion between natural conditions on the earth's surface and the civilization of man—*i.e.*, between physical geography on the one hand, and political and commercial geography on the other. In the course of the lessons many names of places will be naturally introduced in order to illustrate the principle which it is sought to establish, but it is not intended that the lessons should be used as an exercise of the memory. It will be expected, however, that the illustrations employed will be so chosen as to give the children clear ideas of the extent of the British Empire and of the position of the most important places in it; and similarly in less detail of the chief foreign countries.

Too much detail should not be given; for instance, the position of Manchester and the cause of its importance should be known; but such information should not be expected with regard to Bolton, Preston, and other "cotton towns." Again, Constantinople should be known; but a knowledge of the position of Adrianople would not be expected unless recent events had brought it into prominence. The teacher will not omit to call attention to the position and importance of places connected with the chief current events recorded from time to time in the newspapers.

The parts of the subject indicated under this heading cannot for the most part be taught directly from observation of the actual facts, but it is recommended that pictures should be used as largely as possible in conjunction with the globe and maps.

Series of pictures for geographical teaching are published by the Education Department, and other suitable pictures from illustrated papers are available in almost every school; if these are mounted upon brown paper and kept, each school will in time come to possess a collection of pictures that, with a little supplementing from other sources, will form a very useful adjunct to the lessons in physical and descriptive geography. The pictures should be used in such a way as to call forth the reasoning powers of the children as much as possible. They may be passed round the class in order, each pupil having a map, or atlas, and a note-book; and the lesson at the end might sum up and enforce the ideas gained from the pictures. The pupils should be trained in the habit of making rough sketch-maps of small portions of the earth's surface to illustrate special points, but it is not desirable that time should be spent in making elaborate copies of maps in the atlas. The use of pictures will generally also secure attention to places of interest in connexion with current events—a point that should never be overlooked in the teaching of geography. The same pictures would in many cases suggest suitable subjects for oral and written composition lessons in the upper classes.

NATURE-STUDY.

The lessons given should be marked by three 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 or 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; thirdly, every lesson should be followed by a conversation-talk and the oral description by the children, or by one or more of them, of what they have seen and of what they have learnt from their observation. Often the nature-study may be appropriately followed by a handwork lesson (drawing or modelling) based upon it.

The following list of topics, the material indicated under the head of Physical Georgaphy, and the suggestions given elsewhere in these regulations, will serve as indications of the kind of teaching that should be included in a course of nature-study:—

[It will be understood that it is not intended that common objects of manufacture or daily use should be excluded from the list of suitable topics.]

The structure of a bird; birds and their habits; the study of an egg at various stages. The structure of a well-known mammal, as a rabbit; the differences in form and habit of various mammals. The human body. The structure of a fish. Insects: the life-history of a few common insects—*e.g.*, butterflies, moths, flies, beetles, grubs and caterpillars, hive-bees and wild bees, &c. (butterflies or moths may be reared in the school). Lizards, frogs, crabs, oysters, worms, and other forms of animal life as seen in ponds or on the seashore. Plants; flowers, wild and garden; roots, leaves, seeds, and fruits; the life of plants, germination and growth; the effect of *light, moisture, soil,* and manures. Food of plants. Trees and the common kinds of timber. Shrubs. Wheat and other useful grasses. Other useful plants. Useful vegetable products: starch may be obtained from a potato, sugar from a parsnip, beet, or carrot. Ferns. Fungi; mildew. Water, its nature and forms. Soils; clay, sand, limestone, mud, gravel, &c. Quarries; a few common rocks, minerals, and fossils; typical volcanic rocks contrasted with stratified rocks and metamorphic or altered rocks (specimens should be handled by the children). Coal. Quartz. Shingle of rivers and of the seashore. Clay; bricks and tiles. Building-stone. Pottery. Glass. Mortar; cement. Road-metal. The air; oxygen; carbonic acid. Vapour-clouds. The thermometer and temperature. Ventilation. Winds. The barometer. Frost and heat. The weather; weather-charts. Rainfall. Hydrometer. Milk; cream; curds; whey; cheese; tests for milk;

separators. The pump; siphon; fire-engine. Pressure of water; artesian wells; use of a head of water. Density; flotation. Mechanics in every-day life: levers, pulleys, steam. Physics: expansion of solids, liquids, and gases when heated; magnetic compass. Solutions. Solvents: water, alcohol. Crystals. Common elements and compounds: sulphur, iron, common salt, soda, saltpetre, mercury, tin, zinc, lead. Distillation; filtration. Fire. Candle. Coal-gas. Tar. Kerosene and kerosene-lamps. Sun, moon, planets, stars, meteors, comets. Tides. Eclipses. The seasons. The sea and the seashore. Outdoor studies in geography. Land-measuring. Natural-history calendars; weather-calendars; astronomical calendars; &c.

Some of these subjects may be taken in junior classes; others are suitable only for senior classes; others, again, may be taken twice, three times, or even oftener in the school course—at first in a simple manner, afterwards in a way suited to the more mature powers of observation of older children. Natural-history calendars of a simple character might be kept as early as S2. Weather-calendars might begin in S4. (The school should be equipped for this purpose with a thermometer, maximum and minimum by preference, and a rain-gauge; also, if possible, with a barometer.)

Of course, no school will attempt all the topics that are suggested above. Lessons will be arranged for various schools according to the tastes and acquirements of the teachers, and should in all cases have immediate reference to the local surroundings.

ELEMENTARY SCIENCE IN COUNTRY SCHOOLS.

The following rough notes are given as an indication of the topics from which there may be selected subjects for a course of lessons suitable for the upper classes of a country school.

Preliminary Work.—It is presumed that in the earlier standards lessons on objects will have been given with the purpose of teaching children to observe carefully and intelligently the simpler facts of animal and plant life as it may be seen around them, and that these lessons will have been grouped systematically so as to include, for instance, some of the following subjects: Man, rabbit, sheep, cow, horse, pig, dog, cat; fowl, duck, pigeon, sparrow, lark, blackbird, starling, one or more of the native birds of New Zealand; frog; eel, trout, rock-cod, sole; crab, crayfish, snail, oyster; spider, butterfly, beetle, &c.; bean, pea, sow-thistle, oat or wheat, ryegrass, cocksfoot, potato, rose, lily, sunflower, carrot, turnip; fern; moss, mushroom, mildew, yeast; gorse or broom; New Zealand flax; willow, oak, white-pine, red-beech (commonly called "birch"); apple, plum, orange, gooseberry, strawberry; cabbage, radish, mustard; tomato; common trees and other plants found in the neighbourhood of the school.

In S4 this work will be continued and still further systematized, and the children may begin, if they have not done so already, to keep nature-calendars and weather-calendars.

In their geography lessons the children will also learn from actual observation the simplest and most striking facts about rivers and the work of water on the earth's surface; clouds, rain, dew; cardinal points; the direction of winds; drawing of plans; height of the sun at different times of the day and year.

The drawing of plans may extend to the mensuration of squares and rectangles as set forth in the elementary course of physics suggested above.

Some such experiments and observations as the following may also be made. [The actual experiments and the work of caring for the plants, &c., should be done by the children individually.]

Raise seedlings of beans and peas in small pots or shallow dishes in sand and in garden-soil, planting seeds every two or three days; also raise other seedlings between two sheets of blotting-paper on a glass plate or in a saucer. Soak a few seeds also in water, and put a few into dry sand. Compare the seedlings raised. Observe the method of germination and growth. Note the parts of the seedlings—rootlets, root-hairs, stem, leaves, plant-hairs, &c. Raise in like manner seedlings of vegetable-marrow, mustard or radish, cabbage, sunflower, oat or wheat, and ryegrass. Observe the seeds after some days' growth. Moisten some fine wheaten flour, knead it, and then wash out all the white powder (nearly all starch), and show the gluten. By crushing seeds of flax, sunflower, rape, between dry blotting-paper show that some seeds contain oily matter. What has become of these things in the seedlings? Suspend seedlings of various kinds so that only the root-hairs just dip into water. Note what happens after a few days.

Make solutions of salt, sugar, aniline, &c., in water; filter. Distil the solution of salt, and condense water again. What is left behind? What is found in the condenser?

Put some small growing plant through a split cork in a wide-mouthed bottle so that the roots dip into a solution of aniline. After an interval observe the leaves. Take six or eight large, healthy leaves; pass the petioles through three or four holes in each of two cards, and put the cards over two tumblers nearly full of water. After a short interval invert two dry empty tumblers over the cards; place one set of leaves in the sunshine, and one in a shady place. After ten minutes observe what has taken place. From which set of leaves has there been most evaporation?

Take a leaf from a young plant whose roots have been placed in water; put it back downwards on a polished metal surface, and leave it for a few minutes. What do you notice? Repeat the same experiment with a similar leaf, placed face downwards. Observe again. From which side of the leaf does evaporation take place?

[To show the existence of air.] Invert wide-mouthed bottle or tumbler full of water in water; invert another bottle or tumbler, apparently empty, below mouth of first. What passes from second to first bottle? Burn a candle in a lamp-glass with narrow top (i) with lower end open; (ii) with lower end closed. What happens in each case? Test the gas left in tube with lime-water. Also blow or breathe into lime-water.

Put two healthy young growing plants through split corks into bottles so that the roots dip into water; in one case allow free access of air, in the other shut off the air by sealing the cork with melted candle-grease. Observe the difference after a few days. Repeat the experiment, using garden-soil instead of water, and pouring the melted grease over the surface of the soil in one of the pots or bottles. Observe again. What do the roots require besides water?

Grow young seedlings of corn on damp paper. Mark the longest rootlet very carefully with a fine camel's-hair brush with India ink or purple ink by lines, say, $\frac{1}{4}$ in. apart, beginning at the tip. Keep the plants moist and warm, and notice which of the $\frac{1}{4}$ in. intervals increase in length, and which remain the same. Where is the growing point of the root?

Keep some of the growing seedlings or young plants without water; water others very occasionally; others, regularly; and to others again give large quantities of water, keeping the soil always completely saturated. Note the difference in growth after the lapse of, say, a fortnight. [The pots in which the seedlings are grown should be numbered, and a diary of all that is done should be kept.]

Observe the forms of the leaves of several plants. Note the veins. Is there a midrib, or are the veins parallel? Note the upper and under surfaces. How are the leaves placed on the plant?

Examine various buds. Note the bud-scales. Watch the growth of the buds; how do they grow? (By lengthening the distance between successive leaves.) Note the "eyes" of the potato; plant several "sets" of potatoes; also slips of geranium, heliotrope, leaf of begonia, &c.; likewise crocus-bulbs, iris, &c. Watch their growth. Note the rootlets, root-hairs, &c.

Rear various plants, those named above or others; place some of them in the school windows. Turn the pots round from time to time; do any of the leaves or stems turn round towards the light? Put some plants in a dark place, and others in the light; after a few days note the differences.

Take several young plants or seedlings—sow-thistle, oat, wheat, carrot, bean. Note the kinds of roots. Is there one main root, or are there several fibrous roots?

Note parts of flowers, several kinds of flowers; leaves, their veins, &c.; fruits; seeds and seed-vessels.

Take young saplings of oak or other trees. Cut the stem horizontally and vertically. Note inner and outer bark, sap-wood, heart-wood, and in some cases the pith.

Identify the chief wild plants found in the neighbourhood, including the chief weeds; the chief plants in cultivation in the district, including grasses; also the chief forest and orchard trees. Remark where possible their roots, buds, branches, flowers, fruit, seeds, &c.

Let the children keep diaries of phenomena within their observation: the date of sowing of various crops, of the appearance of the wheat, &c., above the ground; the dates of the appearance of buds of various kinds on trees.

Note the yield of various kinds of crops. Grow different varieties of wheat in different soils. Try varieties of other farm plants. Grow specimens of different grasses, &c. Note length of time from sowing to the various stages of the growth up to seeding.

Pour some water on dry sand hollowed out into a cup-shape; pour some water in like manner upon dry clay, then upon clay that has become saturated with moisture.

Take some garden-soil which has been dried as before. Crush it carefully, and sift it through muslin. Note what is left in the muslin. (Small stones and pieces of vegetable-stems.) Wash the sifted soil with pure water, pouring off the muddy water carefully into a bucket, after allowing the remainder to settle. Wash again and again until clear water only comes off. Examine what is left behind and what has settled in the vessel into which the muddy water has been poured. (Clay.) What is left behind in the other vessels? (Sand.) What does the garden-soil contain?

Repeat the experiments with the subsoil.

Take some garden-soil; weigh it; dry it by placing the vessel containing it in a vessel with water in it, and keeping the latter for some time at the boiling-point; weigh it from time to time until it ceases to lose weight. How much water has been driven off? Take the dry soil; wash it well with pure water, and pour the latter off carefully so that the water poured off is quite clear; dry the soil again. Has it lost weight? Why?

Collect and examine various insects, including the grubs, chrysalides, and the full-grown insects. Rear a few moths in boxes, noting the stages of development. Note the plants on which the grubs or caterpillars are found or feed. Note as far as you can the habits and the life-history of the various insects. Are they noxious or not? Do birds feed upon them; if so, what birds?

Use a thermometer to find the temperature of the air, of warm water, of the surface of the ground. Add half a pint of cold water to half a pint of warm water, observing the temperatures before and after mixing. Find the temperature of the steam over boiling water, and also that of a mixture of ice and water. Take readings of the thermometer twice or three times daily in the shade and in the sun, and, if possible, maximum and minimum readings.

There should be a few simple experiments to show the constitution of air, production of oxygen, burning charcoal in oxygen, testing product with lime-water, &c.; "soda-water"; coal-gas; ammonia, its solubility in water, &c.; composition of water; iron and iron-rust; the distinction between mixtures and chemical compounds; acids and alkalies, effect on litmus, on violet flower; comparative density of liquids; use of hydrometer and lactometer; solutions; emulsions; &c.

The work begun in S4 should be continued in the upper standards in conjunction with the school garden, small plots being cultivated by the individual children for the experimental illustration of the lessons taken within the school, and a somewhat larger plot for more extended experiments—*e.g.*, as to the effects of various modes of cultivation and of various kinds of common manures upon the soils found in the district, one row or ridge being devoted to each experiment.

ELEMENTARY HOME SCIENCE.

Where the circumstances of the school and the staff will permit, there should be a course of home science for girls; this should be founded upon individual observation, experiment, and practice by the girls themselves; it should have reference to the elementary facts and principles underlying the efficient management of a home. The following list of topics will afford material for the construction of a program in home science for girls of the Senior Division; in every school, however small, the girls of S5 and S6 should receive some instruction of this kind. In small schools one course embracing some elementary work in agriculture and some in home science may be drawn up.

LIST OF TOPICS.

Importance of personal and household cleanliness, of wholesome food and sufficient clothing, of fresh air and sunshine, of exercise, sleep, and good habits. Thrift: prudent outlay and judicious saving. Clothing: taste and suitability in dress, hygienic rules as regards clothing, physical properties and cost of materials, cheapness and durability, economic colours, best wearing textures, shoddy; errors in clothing; dangers of flannelette; care of clothes, brushing, removal of mud and grease stains. Treatment of simple injuries and ailments; what to do in case of fire. Methodical habits in home-management. Necessary furniture and its disposition; floor-coverings. Washing, scrubbing, sweeping, dusting, and polishing. Implements and materials used in those operations. Cleaning painted, stained, and varnished surfaces, and windows. Ventilation and warming of rooms; economic and wasteful grates; how to set, regulate, and clean a range;

slacking a fire; different fuels; economy of fuel; how to light and keep down a fire; gas-fires and oil-stoves. Lighting; good light for eyes; restful colours; effect of sunlight; comparison of candle, lamp, and gas and electric light; effect of lighting on air in room. Essential properties of a good lamp; devices for perfect combustion; dangers of impure paraffin. Precautions to be observed as regards heating and lighting rooms. Beds and bed-making; healthy and economical beds and bed-coverings. How to set a table; the care and cleaning of crockery, glass and silverware, and cutlery. Kitchen utensils: the materials of which they are made; the behaviour of these materials under heat and with domestic acids and alkalies such as vinegar and soda. Prevention of rust; use of black-lead. Mechanical action in cleaning of whiting, emery-powder, glass-paper, sand-soap, cinders, &c. Removal of grease; properties and uses of soap and soda and of common domestic solvents such as ammonia, turpentine, benzene, naphtha, and alcohol; precautions to be observed in the use of these agents. Different kinds of foods; objects and methods of cooking meat, fish, eggs, vegetables, cereals, and fruit. Principles on which culinary processes are based; action of heat on foods. Care and storage of food, with special reference to milk; care of larder; marketing; cost of foods; how to recognize defects in foods; adulteration of food. Suitable meals for children and adults. Properties and preparation of common beverages such as tea, cocoa, and coffee. Use and abuse of condiments in common use. Solution, melting, solidification, boiling, evaporation, condensation, crystallization, coagulation, and fermentation; action of yeast and baking-powder. Soups and broths, pies and puddings, scones, bread and cakes. The local water-supply, its source and distribution. Pipe, well, and rain water. Hard and soft water, pollution and waste of water, drainage; disposal of refuse; the use and action of disinfectants and deodorizers in common use. Implements and materials used in the laundry, precautions as regards their use. Washing, bleaching, drying, and ironing; washing coloured materials; paraffin washing; stains and their removal.

SINGING.

The following is the program recommended in singing. To suit the conditions of various schools a modification of this program, or, indeed, any other program, may be accepted, provided that it gives promise of securing a good vocal training, and conforms generally with the intentions of the regulations.

Preparatory Division.—(1.) Natural breathing and voice-training exercises. (2.) Cultivation of the sense of time and rhythm by means of songs learned by ear. (3.) A beginning to be made towards learning the scale and common chord, using the tonic sol-fa syllables. (4.) The use of hand-signs. (5.) Simple ear exercises by imitation. (6.) Songs as closely related as possible to the subject-matter of the other lessons; nursery-rhymes set to music; action songs. All notes of the songs to be well within the compass of the children's voices. All singing to be soft and sweet from the outset, the aim in view being sweetness and purity of tone. The introduction of two or three minutes' singing at intervals during the day's work is recommended.

Junior Division.—I. Voice-training: Breathing and voice-training exercises practised regularly with a view to cultivation of good quality of tone and clear enunciation. Training the "headvoice" by singing, always softly, descending scales to the sound of *oo* in *coo*, and *o* in *ol* or *on*, using the scales E, E*b*, D, D*b*, C. Correct vowel-sounds. Opening of the mouth, flattened position of tongue.

*[II. Musical Knowledge and Practice, Sol-fa Notation.—(*a*.) Tune: To sol-fa from the modulator and the hand-signs, exercises involving easy intervals in the diatonic major scale; singing at sight, easy exercises. (*b*.) Time: To sing on one tone to syllable *lah* exercises in two-pulse, three-pulse, and four-pulse measures containing one, two, or more whole-pulse notes, half-pulse notes, and whole-pulse rests on the non-accented pulses of the measures; time-names. (*c*.) Ear-training: Tune, to give sol-fa names of phrases containing only the notes *d*, *m*, *s*, in any order; time, to give the time-names of easy exercises containing any of the pulse divisions given in (*b*).]

III. Songs.—Suitable songs in unison, for two equal voices, action songs, rounds, or catches. The greater part of every lesson should be devoted to the songs, through which a great deal of the musical knowledge may be approached.

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* In schools where a full course of singing is not found practicable the musical knowledge set out in Section II of the Junior and Senior Divisions above may be omitted, except in so far as it is required for voice-training and ear-training and for the proper learning and interpretation of the songs. In large schools, where music is made a strong feature, the teacher may be able to teach most of it without difficulty. In small schools almost the whole of the work that can be attempted will be made incidental to the songs.

Senior Division.—I. Voice-training: Breathing and voice-production exercises on the descending scale, using the syllables *coo, loo, aw, ah;* development of production of pure vowel-sounds and soft tone by sustained notes on the syllables *oo, oh, ah, ay, ee;* prevention of uses of the chest register; all loud singing discouraged.

*[II. Musical Knowledge and Practice, Sol-fa Notation.—(*a.*) Tune: Leaps on all the intervals of the scale, including occasionally leaps to *fe, se, ta;* singing at sight (passages occasionally including *fe, se, ta*), also passages containing simple transition indicated by bridge-notes. (*b.*) Time; Exercises with whole beats, half beats, quarter beats, &c.; time-names. (*c.*) Ear-training in time and tune; sol-fa names of phrases containing not more than six consecutive notes; occasional introduction of *fe, se, ta;* time-names in easy exercises containing pulse-divisions in (*b*).

Staff Notation (optional): (1.) The staff; ledger lines, one above and one below; the treble clef. (2.) Letter-names of notes and their positions on the lines and spaces. (3.) Shape-names, and time-values of notes from semibreve to semiquaver; corresponding rests. (4.) The major scales in the keys of C, G, F, D, B flat, A, and E flat. (5.) The time-signatures $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, and their accents. (6.) Expression-marks (cres., dim., rit., rall., allegro, adagio, andante, p, mf, f, D.C., D.S.). (7.) Use of tuning-fork. (8.) Translation, simple cases only—*e.g.*, in key C and E flat—from staff rotation to sol-fa, and *vice versa*.]

III. Songs.—Suitable school songs, national and patriotic, in unison and in parts, rounds, catches, canons, and part songs. The greater part of every lesson should be devoted to the songs, through which a great deal of the musical knowledge may be approached.

NEEDLEWORK.

The following is the program in needlework to which the work of the school is expected, as far as circumstances permit, to conform; but a modification of the scheme, following similar lines of development, or any other scheme (presented in the form of a written program), may be accepted by the Inspector if it covers substantially the same range of work.

JUNIOR DIVISION.

S1.—Preliminary exercises in weaving (simple), lacing, knotting, tying, measuring (foot rule). Stitches up and down through coarse perforated material with wool-needle and wool or fine twine; tacking and overcasting.

Materials: Raffia, flax, macramé, coarse canvas, flannel, wool. Tools: Bodkin, wool-needle, foot rule, thimble, and blunt-pointed scissors.

(Some of this work may be done in P classes if desired.)

S2.—Further use of the needle and thimble. Blanket-stitch, cross-stitch, running, hemming, weaving (canvas for woof); cutting and tearing material.

Materials: Canvas, flannel, and dowlas. Tools: Thimble, short coarse needle, tape-measure, scissors.

In both classes all stitches taught are to be applied in making articles for school or personal needs. The following are suggested examples of suitable articles from which a selection might be made at a stage not higher than S2 in application of the stitches: Book-cover (blanket-stitch); book-marker (blanket-stitch and weaving); pen-wiper (cross-stitch); wall-pocket (cross-stitch and weaving); sewing-bag (running and hemming); duster, lunch-cloth, towel, &c. (hemming).

SENIOR DIVISION.

S3.—Seaming, over-sewing, running, and felling. Study of beginning and finishing work, of the right and wrong sides of materials. Tucking, gathering, button-hole stitch. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples for selection: Handkerchief (hemming—smaller stitches than in S2); handkerchief-bag (over-sewing, running); work-bag (running and felling, hemming and cross-stitch); doll's pinafore (running and felling, hemming, tucking); puff-bag (gathering); linen d'oyley or small tray-cloth scalloped with button-hole stitch.

S4.—Study of selvedge and crossway of materials, especially of calico. Gathering, stroking, putting on band, back-stitching in short lengths. Making fastenings—tapes, hooks and eyes, buttons and button-holes, loops and eyelet-holes. Plain darning as for weak places. Articles suitable to this stage to be cut, fixed, and made by the children.

Suggested examples: Pillow-slip (work of S3 and taping, or buttons and button-holes); needle-case or housewife with back-stitched compart-

* See note on previous page.

ments; doll's petticoat (gathering, stroking, putting in band, taping); wall-pocket (work of S3 and making eyelet-holes); collar (cross-stitch, button-holing; hook and eye).

S5.—Pleating, putting into a band, taping corners, herring-boning. Mending (including darning and patching): children to be encouraged to mend actual garments. Lessons in cutting out garments from diagrams or paper patterns. At least one small garment to be finished.

Suggested examples: Cooking-apron and cuffs, chemise, girl's overall, child's pinafore, petticoat, or first drawers.

S6.—Review of all stitches learned; further practice in mending. Folding, cutting, placing, and use of cross-way strips. Study of placing, cutting, and putting together patterns. At least one small garment to be finished.

Suggested examples for selection: Simple undergarment, child's frock (print, holland, or linen), bathing-suit, skirt, blouse designs worked on collar and cuffs or on table-linen.

For the purpose of reinforcing the children's interest in their work and widening their outlook it is recommended that as opportunity offers the instruction in needlework should be accompanied by and intimately associated with talks on kindred topics such as the following, having in especial a direct bearing on household economics: thus,—

Junior Division.—Care of materials and tools; source of materials; neatness in dress; colour; care of clothing; use and design of articles made; making of textiles; primitive weaving.

Senior Division.—Use of sewing; colour with regard to dress; dress for different seasons, &c.; raw materials and their processes of manufacture; relative cost in general of fabrics in common use; good and bad materials; good taste and economy in dress; harmony in colour and texture; health and clothing; choice of materials, styles and colours; folding and general care of clothing; shopping, &c.

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; 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 Waipounamu 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 regulations for Standard V or Standard VI, obtaining therein certificates of competency as defined by regulations under the Education Act.

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 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:—

Boys.	*Girls.*
(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:—

Boys.	*Girls.*
(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 shall receive instruction according to a two years' program in the subjects above named, the standard of the work in the first y r being in advance of that required for Standard V or Standard VI, as the case may be, of the Public School syllabus.

The program should be arranged in order that the best qualified of the scholarship-holders may reach the standard indicated by the Public Service Entrance Examination.

4. 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.

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

6. In connection with both woodwork and elementary practical agriculture, the pupils will be required to make drawings (freehand 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.

7. 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.

8. 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 Director of Education 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 Director of Education, 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 Director of Education, 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 Director of Education 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.

CERTIFICATES OF PROFICIENCY AND COMPETENCY.

1. (i.) A "certificate of proficiency" is a certificate of good attainment in subjects of the Sixth Standard. The standard of attainment for a certificate of proficiency shall be the same in all schools. No one shall receive a certificate of proficiency unless he—

(*a*.) Obtains at least 50 per cent. of the possible marks in English, at least 40 per cent. of the possible marks in arithmetic, and at least 60 per cent. of the possible aggregate marks in English and arithmetic; nor unless he

(*b*) Has received sufficient instruction in the other subjects as prescribed by these regulations, and satisfies the Inspector that he has reached a satisfactory standard of attainment in at least three of the subjects—(1) Geography, (2) history and civics, (3) drawing, (4) elementary science, (5) handwork.

The relative values to be assigned to English and arithmetic shall be: English, 400; arithmetic, 200.

Merit Marks.—For each or any of not more than four of the subjects above enumerated—namely, (1) geography, (2) history and civics, (3) drawing, (4) elementary science, (5) handwork—a candidate may be awarded five merit marks if the Inspector has satisfactory evidence that such candidate has shown merit or has done distinctly good work in the subject during the year, or ten merit marks if his work therein has been very good or excellent; and such marks (not exceeding 40 in all) may be added to his marks for English and arithmetic to make up the aggregate marks required in these subjects conjointly (60 per cent. of the possible aggregate marks) to satisfy the conditions of paragraph (*a*) above. No merit marks shall be awarded in any school in which the general standard of work in subjects other than English and arithmetic is not satisfactory.

(In this regulation "Handwork" means one or more of the following: Woodwork or ironwork, cardboard-work, cookery, laundry-work, advanced plain needlework, dressmaking; elementary agriculture and dairy-work are to be reckoned as "Elementary Science.")

A candidate who fails to gain a certificate of proficiency in the examination may be awarded a certificate of competency in Standard VI if he obtains an aggregate of not less than 40 per cent. of the possible total in English and arithmetic, provided that his marks do not fall below 40 per cent. of the total in English nor below 30 per cent. in arithmetic.

(ii.) A "certificate of competency" means a certificate that the holder has fulfilled the requirements of some standard of education prescribed by these regulations and named on such certificate, in (1) reading, (2) writing and spelling, (3) composition, (4) arithmetic, and has satisfied the Inspector that he has received sufficient instruction in the other subjects: Provided that the Inspector may accept work somewhat below the requirements of such standard in one, but not more than one, of the subjects (2) to (4).

(iii.) A person may be a candidate for a certificate of competency on one of the following grounds:—

(*a*.) That he is seeking employment in the Public Service or elsewhere;

(*b*.) That he wishes to enter a secondary school.

[NOTE.—Under (*a*) he must be a candidate for a certificate of competency in the Fourth, Fifth, or Sixth Standard, and under (*b*) he must be a candidate for a certificate of competency in Standard V.]

2. With regard to pupils and others who are candidates for certificates of proficiency or competency, the Inspector may determine the qualifications of the candidates in one or other of the following methods: (*a*) Accept, in whole or in part, the head teacher's report, or the results of the head teacher's examination, or the records of the school, as sufficient evidence that a candidate has reached the required standard of attainments; or (*b*) examine such candidates at the time of the visit of which notice has been given in accordance with clause 1, or at the time of any other visit; or (*c*) arrange to hold a central examination for all such candidates from places within a convenient radius, due notice of such examination being given (this examination is not to be regarded as a special examination within the meaning of clause 5); or (*d*) if these methods of determining the qualifications of a candidate be found to be impracticable, the Inspector may accept, in whole or in part, the results of any other suitable examination held by the Education Department, an Education Board, or other recognized authority, as evidence of the pupil's fitness to receive a certificate of proficiency; and he shall give certificates of proficiency accordingly to all candidates that in his opinion qualify therefor in any of the four ways above mentioned.

3. Immediately on receipt of the notice of the Inspector's visit provided for in clause 1, the head teacher shall post for public information, in a conspicuous place on the school premises, a notice that such visit is about to be made, and shall call the attention of the children thereto. The parent of any child of school age, or on the roll of any school, who wishes such child to obtain a certificate of competency other than a certificate of competency in S6 must give notice of his desire in writing to the head teacher at least three days before such visit; this notice must state on which of the grounds named in clause 1 the parent wishes such certificate to be granted.

The Inspector may, if he see cause, refuse to examine for a certificate of competency any child on the roll of a public school who has not been instructed for at least six months in the work of the standard to which such certificate refers, or in the work of a higher standard; or any candidate who has failed to reach the required standard at an examination held by an Inspector during the previous three months; or any candidate in whose case he is not satisfied of the existence of one of the grounds named in clause 1 hereof.

Nothing in this regulation shall prevent the Inspector from accepting at any time the results of a head teacher's examination or the records of a school as sufficient evidence that a child has reached a certain standard of education, and giving his certificate accordingly, whether such child be still on the school roll or not.

The head teacher shall, on the day of the visit above referred to, hand to the Inspector lists in duplicate of those on behalf of whom notice has been given to him of the desire to obtain such certificates of competency. These lists shall be written on forms provided by the Department.

4. Any candidate for a certificate of proficiency or competency who is not of school age and is not on the roll of any school must give notice in the manner prescribed in clause 3 hereof.

Special and Central Examinations.

5. The Inspector may also hold special examinations of candidates, whether of school age or not, for certificates of competency or for certificates of proficiency at any place and time that may seem fit to him, and may require candidates for such special examinations to give fourteen days' notice of their intention to be examined.

Form of Certificates.

6. (i.) All certificates, whether of competency or of proficiency, shall be on forms issued by the Department, and shall be signed by an Inspector of Schools, or by the Director of Education or by the Secretary of an Education Board, in accordance with information furnished by an Inspector.

(ii.) No certificate of proficiency or of competency shall be issued except in accordance with the foregoing clauses 1 and 2 hereof.

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

By Authority: John Mackay, Government Printer, Wellington.