

For the program recommended in singing and the general principles to be observed in the course, teachers are referred to clause 37 and the Appendix.

#### JUNIOR DIVISION.

24. 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.*—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.*

It is recommended that 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 clause 31.) 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