

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.