

of errors in the written and spoken language, with simple reasons therefor. Simple punctuation. Conversion from direct to indirect speech and the converse. Paragraphing and rearrangement of sentences to secure brevity, clearness, and force. The common prefixes and suffixes, and some of the more common roots."

Further, by deleting from the last paragraph of the subclause (d) Writing, the word "institution," and substituting therefor the words "practice and training."

Further, by adding to the same paragraph the words "The writing of the pupils should be judged from their written answers to questions as well as from exercise-books in common use in the class. A fair standard of neatness and legibility should be maintained in all written work done in connection with any subject in class-work."

Further, in subclause (3) Drawing and Handwork, (i) S5 and S6, by inserting, after the words "flat shapes," the words "such as shields, crosses, stars, &c."

Further, by adding to the subclause (4) Nature-study and Elementary Science, the words "In schools under the charge of a sole teacher good theoretical and practical work in Elementary Agriculture or Dairy-work may be counted as both Science and Handwork."

Further, in the subclause (5) Geography, by inserting after the first paragraph the following paragraph:—

"The programme for the four years should show not only that certain ground has been covered in each class, but that a general sequence has been maintained throughout the work of each class and between the work of each of the classes. The physical, mathematical, and political geography should not be set out separately, seeing that they should not be taught separately. The programme of work should be so arranged as to show how the mathematical geography is related to the physical geography, and how both have a bearing on political geography."

Further, in the subclause (6) History and Civics, after the first paragraph insert—

"The teaching of History should not be considered satisfactory if it comprises the teaching of a number of isolated events, even if these are separately important. The whole of the matter for the four years' instruction should be so selected as to deal with some degree of continuity and completeness with some of the most important developments in our national life. The work of each class should form a part of a related series of short studies which will in the aggregate give the pupils some conception of the growth of our Empire and the ideals of its people. During the study of the geography of foreign countries—such as Russia, China, France, Germany—some idea of the history and character of the people should be given."

"The instruction in Civics and, where possible, in History should have a close connection with much of the moral instruction and training, and the whole should aim at the development and strengthening of character, the fostering of a sense of service, and the encouragement of the growth of those virtues which make for good citizenship."

"History in the public schools should primarily be directed to a comprehension of the rights and duties of the citizen and their historic foundation, with such a knowledge of great incidents of the past as will enable children to understand and appreciate their national existence."

"In the earlier stages of the teaching of History (S3), (or in small schools S3 and S4), biography should be the principal basis of the programme in conjunction with elementary notions of civics."

Clause 29 is hereby amended by inserting, after the first sentence in paragraph headed "Speech," the words "Exercises designed to secure accuracy of pronunciation will be supplied to teachers by the Department"; and by inserting, after the same paragraph, the following paragraph:—

"When revising work orally, or when pupils are required to express their ideas on certain topics, teachers should avoid asking a series of finely dissected questions much of which requires small effort on the part of the pupil, and during which the teacher is almost entirely responsible for the whole of the sequence of thought. A question in the form of "What do you think about this?" or "What is your explanation of that?" should give sufficient opportunity to pupils of expressing their own thoughts in their own way instead of their being kept to a rigid sequence of questions controlled by the teacher."

Further, by inserting after the second paragraph the words—

"In general, it is better for the class to read a portion of an extract silently, and then to work out the thought contained therein with the teacher, before any member of the class is required to read it aloud. Pupils are frequently called upon to read first and to find the meaning afterwards, whereas the former should properly follow the latter. The