

establishment and free use of school libraries should be looked upon as one of the best means of cultivating good reading and composition."

Further, by inserting at the end of the section on Speech the following paragraph:—

"The method indicated for reading should be followed in learning poetry. The pupils should first make a study of the poem with the teacher so as to grasp thoroughly its inner meaning and spirit, and to form an appreciation and liking for the poem itself. Only after this is done should it be memorized."

Clause 29 is hereby further amended by deleting all the words from "Spelling should be taught" down to "Subordinate function of criticism," and inserting therefor the following:—

"The common practice of taking all the words in a set of reading-books as the basis of spelling tests is indefensible. The writing vocabulary of even a very intelligent S6 pupil does not cover more than about two thousand words. A set of school reading-books contains far more than this number of words, and a large number of words are never used even in speech by the children, and are still more rarely written by them. Lessons quite suitable for reading-lessons contain many words which in point of difficulty for spelling are some years beyond the proper work of a pupil. It will be necessary, therefore, for teachers to have a carefully considered scheme for spelling which takes into account the kinds of words children in various classes should use in writing. Care should also be taken that the spelling should be taught in some systematic manner.

"The object of instruction in Composition shall be to train the children in the correct and ready use of their mother-tongue both in speech and in writing.

"Much of the grammar formerly taught was beyond the grasp of the children, and served no truly educational purpose. Though this is the case, there is no reason for going to the other extreme. The grammatical terms in common use which serve a useful purpose should be understood and used by the children. Many of these terms should soon replace the circumlocutions (*e.g.*, "naming word") which are often found convenient in the earlier stages of the work. Without making fine distinctions or using artificial definitions, it is important for the children to understand why a form of speech is objected to. The order of instruction should be first from example to rule and then from rule to example. Thus every lesson should have a direct bearing on composition, oral or written, and no lesson should be merely a grammar lesson.

"The art of speaking and writing correctly is acquired by familiarity with good models, and depends largely on practice and habit, subject to criticism and correction. Therefore the children should understand such simple rules of syntax as will provide a reasonable basis for criticism of the faults of speech or writing which are noted in the course of the oral or written work of the class. This will, as already indicated, make it necessary that the children should be taught as much grammar as is required to secure an intelligent comprehension of the structure of the sentences they read, speak, or write.

"Teachers should take special means to widen the vocabulary of the pupils in S5 and S6. Too frequently it is found that there is not sufficient advance in the upper standards in the choice of words. In many cases this seems to be due to the excessive fear of misusing or misspelling a word."

Clause 30 is hereby amended by adding the following paragraph:—

"In each of the classes S3, S4, S5, and S6 any test in Arithmetic should contain at least two sums involving a fair amount of straightforward figuring such as long tots or multiplication for S3, long division for S4, straightforward reduction and long money tots for S5, and for S6 easy direct sums involving a considerable amount of figuring. In each of the classes in the senior division Mental Arithmetic must be systematically taught and tested. The work should bear largely on shopping and other practical everyday affairs. The Inspectors should require pupils to work mental problems aloud in order to show how the result is arrived at."

Clause 31 is hereby amended by inserting, after the heading Drawing and Handwork, the following paragraph:—

"The scheme of work for the school should show clearly what relationship the Drawing and Handwork have to the other work of the class, such as Reading, Composition, History, Geography, and Arithmetic. The mere statement that the Drawing and Handwork are to be correlated will not be sufficient. The nature of the correlation must be indicated."

Further, by adding to the paragraph headed Junior Division the following words: "Flower-pot, canister, cup, and similar objects with the top shown, where necessary, by an ellipse very simply indicated."