

Junior Division.—The oral lessons described under this heading for the preparatory classes are to be continued, and discussion is to be conducted on the subject-matter of reading-lessons, of poetry learned for recitation, and of other suitable topics. A dual purpose will be served if some of these oral lessons relate to the habits of life of people in other countries—to the countries from which common articles such as tea, rice, and sugar are produced—or to stories taken from New Zealand, British, and European history, all of which topics would form a useful background for future lessons in history and geography. Freedom of expression should be encouraged, and the correction of errors in speech should be unobtrusively made, or may often be reserved till the end of the lesson.

Middle Division.—The training given in this connection in the lower classes should be systematically followed up and extended. The children should be able to speak more consecutively, and to give a fair account of a lesson or of part of a lesson recently dealt with. They should also be encouraged to ask questions both of the teacher and of each other. They should not only make statements, but, where possible, give reasons for the same. Topics relating to events and characters from history and to the people and natural conditions of countries in other parts of the world should now be more freely introduced. Increased attention is to be paid to purity of speech in regard to sound and form. Oral expression should form a very important part of the work in English, though it must not be confined to specific lessons in English.

Senior Division.—At this stage the pupils should be able to speak correctly, and with a fair amount of fluency. Practice is now to be given, through the medium of the various oral lessons, in answering more fully and consecutively, and in forming correct habits of thought. Increased attention is to be paid to reasoning and explanation relating to statements made. Pupils should now be able to give a fairly connected summary of the matter dealt with in reading, history, or geography lessons without much questioning on the part of the teacher, and should be able to take part in discussions under the teacher's guidance. The enlargement of the pupils' vocabulary is to be encouraged by discussions of new topics.

For further details and suggestions see Appendix A.

B. READING.

Preparatory Division.—In the first stages the formal teaching of reading should be subordinated and incidental to speech-training. The reading-material should consist first of words as names of things, and then of simple sentences arising from the conversation lessons. The idea suggested by the word or sentence should have concrete illustration wherever possible. Later the teaching of reading will be more systematic, and will be taken both from books and from original sentences written by the teacher or by the pupils on the blackboard or on charts compiled in the school. The system upon which the teaching of the first stages of reading is based must be fully set out in the teacher's scheme of work.

Junior Division.—Two or more books, one of which may be the *School Journal* and one at least shall be a continuous reader. Opportunities for silent reading should be provided for the more advanced pupils.

Middle Division.—Three or more books, of which one may be the *School Journal*, one may be a book of standard selections of poetry and prose, and one at least should be a continuous reader, to be read fluently and intelligently. Children must also be able to give a fairly connected account of the subject-matter of the passage read. Fuller provision should now be made for silent reading by the more advanced pupils.

Senior Division.—Three or more books, of which one may be the *School Journal*, one may be a book of standard selections of poetry and prose, and one at least should be a continuous reader, to be read fluently and intelligently. The pupils' own interest in reading should be fostered. Silent reading should now form a proportionately greater part of the work. Some training should be given in the use of books from which the pupils may acquire knowledge by their own reading, with subsequent discussion under the guidance of a teacher.

For further details and suggestions see Appendix B.

C. RECITATION.

Preparatory Division.—The poems to be learned should be selected for their literary value and their power to appeal to the child-mind. Such selection will not prevent the use of the poems to illustrate or to form the basis of conversation lessons, or to provide subjects for dramatization or for illustration by means of drawing, modelling, or building.