

The syllabus has been enriched by the introduction at an earlier stage of the study of examples of good literature, and also by the earlier commencement of subjects that have heretofore been considered as belonging to the secondary-school course. The prescriptions in music and drawing have also been written with the same purpose in view. The making of a truly cultural course depends, however, more on the teacher's conception of the way the various subjects should be treated than on any prescription that can be devised. The prescription can at best be only suggestive of the richer and more fully cultural type of education it is hoped will become more and more prominent in all schools.

It is intended that the teacher should provide for the rapid promotion of children of quick and bright intelligence, so that these may reach the secondary schools at an earlier age than at present. The plan of providing an extended course of study for the brighter pupils has been indicated in the syllabus in arithmetic and elementary mathematics, and this plan might be followed in other subjects. A more modest scheme of work might be provided for the pupil of moderate ability, and promotion should not be denied a pupil on the ground that he has not mastered every detail of the class prescription. Rather should his promotion depend upon his ability to cope with and benefit from the studies set down for the next higher class. A certain amount of repetition in the prescriptions for the various classes permits action to be taken on these lines without prejudice to the pupil.

Brief introductory notes are furnished on each subject in order that the main purpose of the prescriptions may be understood.

CHARACTER TRAINING.

INTRODUCTION.

The whole of school life should centre in character-training. Every subject of instruction, and indeed every lesson, provides the teacher with opportunities for teaching right conduct and implanting such moral habits as honesty, modesty, perseverance. Games if rightly supervised enable the teacher to train his pupils to be self-reliant but at the same time to seek the general good rather than selfish ends, to be patient, self-controlled, honourable and fair to friend and foe. Incidental training of this kind is probably much more effective than set moral lessons, which tend to be uninteresting and tedious to children. The most potent factor is undoubtedly the personal attitude of the teacher towards character-training. If his attitude is one of half-veiled cynicism his influence is likely to be negative if not definitely harmful. The teacher should show in his scheme of work that he is following a well-defined plan even though he provides no set moral lessons. The programme in one class will differ very little in subject-matter from that of another; but the treatment should be adapted to the capacities and outlook of the pupils.

PREPARATORY DIVISION.

The following topics indicate lines which instruction may follow:—

1. Establishment of personal habits leading to self-control—*e.g.*, daily acts of cleanliness, quietness in movement and speech, neatness and orderliness, industry, punctuality.
2. Social habits such as consideration for others, non-interference with occupations of others, politeness, kindness, helpfulness, obedience, cheerfulness, truthfulness, honesty, care of public property.
3. Development of a sense of responsibility through the assignment of special duties—*e.g.*, care of plants, pets, distribution of materials, &c.
4. Incidental inculcation of moral ideas through stories as occasion demands during school-work.

STANDARD CLASSES.

1. Continuation and extension of work outlined for preparatory classes.
2. Discipline through further development of the powers of self-control.
Temperance.
3. Behaviour in class, in the playground, in public places and conveyances.
4. Kindness to animals.
5. Truthfulness—in word and deed; avoidance of boasting.
6. Courage and perseverance in the face of difficulties and discomforts; tale-bearing; bullying.
7. Industry—at home, in school; dignity of labour.
8. Consideration for others—playmates, those in authority, the aged, invalids. Duty to parents, teachers, State. Social services. Personal service to others involving sacrifice of self-interest.
9. International relationships.