

ledge of sentence-structure and word-function as will enable them to criticize their own or another's composition. Further synthetic treatment of sentence-structure, including the recognition of subject and predicate in easy direct sentences. Attention to be paid to the normal order of the various parts of the sentence. Constructive exercises leading to a recognition of nouns, pronouns, verbs, adjectives, adverbs, and conjunctions. Sentences involving comparison of adjectives and simple cases of gender. Using the following interrogatives to introduce questions: *how, when, where, why, who, whose, whom, which, what*. Constructing sentences involving the use of the possessive forms of nouns and pronouns. Practice in writing paragraphs in the present, past, and future tenses, with attention to unity of time. Synthetic exercises in enriching written composition (a) by adding to verbs words that tell *when, where, how, why*; (b) by phrases introduced by *at, by, on, over, under, below, beside, near, in*; (c) by adding to verbs phrases telling *when, where, how*, and noting the effect of placement; (d) by adding to nouns appropriate descriptive phrases. Combining two simple sentences by the participial construction and by using the following conjunctions and relative pronouns: *either . . . or, neither . . . nor, both . . . and, not only . . . but also, as, as if, if, unless, though, although, who, whose, whom, which, that*. Correct placing of qualifying phrases and clauses to be taught. Correct use in sentences of the parts of the verbs *forget, shear, ring, rise, break, flow, lie, lay*. Correction of written and spoken errors, reasons not being required.

READING.—Oral and silent reading of the following: (a) *The School Journal*; (b) supplementary continuous readers. Reading-matter should be selected and treated in much the same way as indicated for Standard III. Increased time should now be given to silent reading; the use of library books under the teacher's direction to be encouraged, and a record kept by the pupils of books so read. The reading aloud of selected poems and prose passages by teacher and pupils, followed by discussion thereon, to be regularly practised. Magazine clubs and reading at home to be encouraged.

RECITATION.—Recitation of suitable passages of poetry and prose, with attention to enunciation, emphasis, and natural expression. Individual selection should be encouraged, and a record of pieces learned should be kept. Dramatic work to be continued.

APPRECIATION OF LITERATURE.—Wherever the subject-matter and treatment of the lessons in reading and recitation suit the purpose, training in the appreciation of good literature should be given.

SPELLING.—Systematic instruction in the spelling of common words used by the pupils in discussions, oral lessons, and composition. Class and individual lists to be compiled by the teacher and by the pupils, the plan of teaching being clearly set out in the scheme of work. Dictation of passages of suitable difficulty. Use of dictionary for pronunciation and spelling to be encouraged.

WRITING.—Former exercises to be continued. Position of body and of writing instrument to be carefully supervised. Systematic instruction in writing should be completed in this class. A good standard of writing and figuring to be insisted on in all written work. Writing to be somewhat smaller than in previous classes. Print-script may be practised in connection with arithmetic, drawing, &c.

STANDARD V (FORM I).

LANGUAGE :—

(a) *Speech Training*.—Exercises to secure correct speech should be continued, attention to correct pronunciation of Maori words to be included.

(b) *Oral Expression*.—Oral expression of a more advanced character. Continuous oral description or narrative to be expected. Training in the orderly arrangement of ideas. Oral exercises in summarizing the thought content of successive paragraphs and in enlarging the pupil's vocabulary. Class debates and dramatization should be included, and short prepared lecturettes should be given by individual pupils; careful attention to correct speech and manner of delivery. Free discussion should form part of all branches of classwork.

(c) *Written Composition*.—Definite teaching in composition to be given. Subjects to be taken with which pupils are familiar, and to include imaginative stories, reproduction of narrative and description from literature read. The conversational type of written composition should receive attention. Pupils should be encouraged to make notes during silent-reading periods or in individual research, and to produce from these a continuous composition. Definite study of selections of literature with the object of encouraging the pupil to imitate good models. Opportunity for pupils to criticize and correct their own or one another's written compositions should be given. The writing of original poems to be encouraged. Business and social letters in correct form and language. The writing of contributions to school or