

class magazines where possible. Practice in reproducing from memory specially selected passages.

(d) *Formal Language*.—Revision of the work of the previous class. Recognition of the preposition to facilitate the discussion of constructions in which it occurs. The study of a sentence to include the recognition of the object and the different positions in which it can be placed. Correct use of pronouns used as objects and after prepositions. Further constructive exercises in using adjectival and adverbial phrases, with special attention to their effective placement in the sentence. The use of (a) *and, but, yet, or, nor*; (b) *and* and *but* in the same sentence; (c) *and* in series with correct punctuation; (d) *both . . . and, not only . . . but*; (e) *either . . . or, neither . . . nor*; with special attention to correct position of these words. Formation of sentences involving the use of a more extended list of conjunctions than in previous standard: e.g., (a) *when, whenever, while, as, as soon as, after, before, since, till, until*; (b) *where, wherever*; (c) *because, for since, as*; (d) *as, as if*; (e) *if, unless*; (f) *though, although*. Further practice in combining sentences by means of relative pronouns; recognition of such clauses as adjectival in function; practice in correct placement. Syntactic exercises on noun and on adverbial clauses. Formal or tabulated analysis of sentences is not required. Further practice in combining two simple sentences into a single simple sentence by means of the participial construction. Recognition of active and passive construction, and use of passive form in impersonal constructions to avoid employing the indefinite *one, you, we, they, people*. Study of selected passages of good English in connection with the above. Application of the foregoing principles in free composition exercises. Correction of common errors in spoken and written language, with oral discussions of reasons.

READING.—Oral and silent reading as follows: (a) *The School Journal*; (b) supplementary continuous readers; (c) books from the school library. Silent reading should now predominate, and should include training in the use of text-books and books of reference. Oral reading of prose and poetry should still receive attention with a view to securing appreciation of works of literary excellence, and a thorough study should be made of short selected passages in prose or poetry. A record of books, &c., read should be kept by each pupil. The use of the library to be encouraged.

RECITATION.—Recitation of suitable pieces of poetry and prose, with much attention to enunciation and expression. Dramatic work to be kept up. Encouragement to be given pupils to select their own pieces and to compile anthologies.

APPRECIATION OF LITERATURE.—Opportunity should be taken in the reading and recitation lessons to give training in the appreciation of good literature.

SPELLING.—Systematic teaching of the spelling of words commonly used by the pupils; spelling-list to include words relating to familiar topics. Dictation appropriate to this class, passages of literary merit being selected for this purpose. Spelling of familiar proper names from history and geography, including the better-known Maori place-names. Use of common prefixes and suffixes and some of the more common roots as part of a course in word-building and vocabulary extension.

WRITING.—Regular systematic lessons should be no longer needed, but occasional formal lessons to correct errors may be found necessary. All written work and figuring should be of good standard of legibility, neatness, correct form, and fluency. Practice in commercial and business forms. Exercises to develop speed combined with legibility and quality to be regularly though not too frequently given. The pupils may now be allowed to develop some individuality in style, but eccentricities in the holding of the pen or in shaping or sloping the letters should not be permitted.

#### STANDARD VI (FORM II).

##### LANGUAGE :—

(a) *Speech Training*.—Exercises to secure correct speech to be continued, with attention to Maori names.

(b) *Oral Expression*.—Practice and training in oral expression on the lines prescribed for the preceding standards to be further developed, the pupils to speak with fluency and accuracy. Practice to be given in reasoning and answering more fully and consecutively. Free discussions debates, and lecturettes by pupils.

(c) *Written Composition*.—Definite teaching in composition to be continued. Subjects for composition should be based upon oral lessons, geography, history, and familiar topics, and should be carefully planned beforehand. Exercises in description and in imaginative composition to be included. Accuracy, orderly arrangement, sense of proportion, and